

2015-2016
Annual Report



— THE DIVISION OF STUDENT AFFAIRS —

From the Vice President for Student Affairs

The Division of Student Affairs Annual Report is our yearly opportunity to take stock, celebrate successes, assess impact, and prepare for new initiatives. We are justifiably proud of our work, and each year we welcome the opportunity to document the innovative programs and services that enhance and complement the Virginia Tech educational experience.

This year, in addition to assessing our accomplishments, we are also looking forward.

The university is in the midst of envisioning Virginia Tech's future. Together, we are discussing complex questions facing higher education institutions, what differentiates a Virginia Tech education, what we want for our students, and what it means to be a VT-shaped student. Called *Beyond Boundaries: A 2047 Vision*, the process has included a broad range of perspectives as we look ahead to the 175th anniversary of Virginia Tech and imagine what we could and should be.

Beyond Boundaries takes into account the impacts of globalization and considers how best to prepare Virginia Tech students for the interconnected world in which they will live and work. Innovations in technology and learning environments – both in and out of the classroom – will be a huge factor, as will diversifying our resource base to offset the realities of public disinvestment in higher education. Finally, we are discussing the very role of a land-grant institution in the 21st century and how we will use scholarship and research to address global issues such as health, sustainability, and security. Our graduates must have the capacity to solve complex problems that have yet to be envisioned on a regional, national, and global scale, and our university must be nimble and responsive to those needs. This is especially important in the context of our university motto, *Ut Prosim* (That I May Serve).

The role of Student Affairs in creating the VT-shaped student is profound. The VT-shaped student learns in a community that values discovery, innovation, empathy, and service. Our programs and services are a crucial component in making the Virginia Tech journey one that prepares students for sustained well-being and meaningful, fulfilling lives.

The Division of Student Affairs record and assessment of past achievements will play a great role in determining what the VT-shaped student experience will look like in the years to come. I am pleased to offer this report as a starting point for a conversation about the Division of Student Affairs' impact on student development and our contributions to the university community and beyond.



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Division of Student Affairs Annual Report 2015-16

The mission of the Division of Student Affairs is to promote student learning, life skills, and personal growth through a strong focus on holistic student development and collaborative partnerships that deliver superior service to, and care for, students in the spirit of Ut Prosim.

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Impacting Learning Environments

The Division of Student Affairs provides opportunities to engage our students in a variety of learning environments by exposing them to new information and experiences that promote personal and professional knowledge, skill, and character development.

The Aspirations for Student Learning

The Aspirations for Student Learning were developed to guide formal and informal interactions with students. They are: commit to unwavering curiosity; pursue self-understanding and integrity; practice civility; prepare for a life of courageous leadership; and, embrace Ut Prosim as a way of life. Our goal is to inspire students to explore new things and to engage in critical reflection on who they are and what they value so they can lead and serve the greater good with others in a global community.

The Division of Student Affairs celebrated the **Aspirations for Student Learning** by hosting five Aspire! Awards breakfasts, each focused on fostering understanding of and appreciation for the five Aspirations. We told the stories of 25 extraordinary students and five Virginia Tech employees through the Aspire! Awards presentations, the website, and in VT News articles. The Alumni Aspire! Award for *Ut Prosim*, now in its second year, was presented to **John Graham** ('82 Management and Economics). It was a chance to recognize a prior outstanding student leader and great alumnus of the university, and to demonstrate that leadership and service continue long after graduation.

Curiosity

Virginia Tech students will be inspired to lead lives of curiosity, embracing a lifelong commitment to intellectual development.

Service for Students with Disabilities made 15 presentations to more than 100 Resident Advisors and Summer Academy Peer Mentors on disability in the college setting and services offered at Virginia Tech.

Housing and Residence Life sponsored a Keystone Happening to view and discuss “The Mask You Live In,” a documentary that explores what it means to be a man in today’s society and the lasting effects on future generations.

Fraternity and Sorority Life developed and implemented a new cross-council community experience called “The Gathering” for executive officers of each council. The weekend experience brought together more than 40 student leaders to develop their understanding of community and strengths-based leadership.

Cranwell International Center engaged 176 participants in cross-cultural interaction at the Autumn Traditions Around the World event, which showcased the traditions of Appalachia and the season of autumn around the globe. Love Around the World, designed to facilitate cross-cultural interaction around different cultural expressions of love, drew 183 participants.

Cook Counseling Center reached out to the university community and thousands of students and parents through mental health screening days, Positivity Day, study break activities, and participation in New Student Orientation events.

Career Services connected 102 curious students with 29 health care professionals and professional school representatives during a spring Keystone Happening centered on pre-health networking and information. This roundtable event exposed students to a variety of health professions such as physical therapy, physician assistant, speech pathology, podiatry, dentistry, nursing, pharmacy, and public health, encouraging students to find a mentor in their field of interest, network for shadowing experiences, and learn more about the logistics and processes for becoming a competitive applicant in these fields and professional school.

Recreational Sports encouraged students' involvement with intramural sports, with 8,750 unique students playing intramural sports this year and 62 percent playing multiple sports, a 14 percent increase over 2014-15. Participants stated that intramural sports allow them to try new sports they haven't experienced previously. Recreational Sports supported students' career interests in health and wellness by supervising 26 student interns and field study placements. Students received hands-on experience in a variety of fields including: wellness, assessment, marketing, communications, fitness, instruction, and athletic training. Recreational Sports gave students an opportunity to prepare and sample healthy recipes with new cooking classes. Participants left with tips, tricks, and an appreciation of new foods they could try at home. An event called "Broga" was hosted to encourage males to try a yoga class. Of the 85 men who attended, more than half were first-time yogis. Swim lessons were provided to 515 novice swimmers throughout the year, a 20 percent increase. Recreational Sports hosted a Resident Advisor training night with a focus on overall well-being. All incoming Resident Advisors came to McComas Hall to explore programs, events, and classes, including participating in a group exercise class. They also explored the dimensions of wellness and reflected on what areas they might be thriving, surviving, or struggling in. The goal was for them to bring this general wellness knowledge back to their residents.

Self-Understanding and Integrity

Virginia Tech students will form a set of affirmative values and develop the self-understanding to integrate these values into their decision-making.

Student Advocacy completed approximately 4,248 hours of case management in 2015-16, representing a 3.6 percent increase over the previous year. This process supports and empowers students to gain a greater understanding of themselves and their various challenges. Student Advocacy made approximately 2,675 student contacts, a 5 percent decrease from the previous academic year.

Strengths-Based Learning Initiatives recorded 7,988 university members who have taken the StrengthsFinder assessment via the Virginia Tech Gallup Strengths portal between May 2015 and May 2016. Nearly 20,500 Virginia Tech community members have taken the StrengthsFinder assessment so far, 17,424 of them through the portal since its inception in

2013, and an additional 3,000 via separately distributed Gallup codes prior to the portal's establishment.

Services for Students with Disabilities conducted 488 documentation follow-up appointments with students who were recently diagnosed with a disability, supporting their self-understanding and knowledge about learning and living in the university environment. The Group of Aspergians Making Experiences (GAME) has met since 2009 to enable social engagement for students on the Autism spectrum.

Student Engagement and Campus Life sponsored a Student Government Association campaign and discussion called "My Culture is Not a Costume," which allowed for civil discourse on the topic of Halloween costumes that depict people of a certain race or ethnicity.

The **Intercultural Engagement Center** acquired 400 new books for the university's cultural centers, increasing total volumes by 35 percent.

Housing and Residence Life led Resident Advisors engaged in 24,000 individual "catch up" conversations with students during the 2015-16 academic year. Three of four catch ups were focused on Self-Understanding and Integrity, resulting in conversations regarding student's values and integration of this Aspiration into daily living. In March 2016, 64 percent of 6,536 responding residents were able to articulate two or more core values, a 10 percent increase from fall 2015 semester; 63 percent of residents were able to describe how they have been able to align their behavior and decision making with their values; 12 percent of students reported the residence hall as one of the experiences that has helped them explore their values. Housing and Residence Life facilitated two Keystone Happenings focused on Strengths and open to all. Strengths door decorations in residence halls visually represent the diversity of our students and foster conversations about their unique talents as they used strengths to learn more about themselves.

Hokie Wellness' Body Project workshop series for Greek women expanded the culture shift to increase body acceptance and decrease thin ideation in Panhellenic organizations. Twenty facilitators conducted 41 sessions and 200 Greek women completed all the workshop requirements. Body Project programming was expanded to employees and added into the Body Matters Week program. Hokie Wellness piloted the 21st Birthday Project program in the spring semester. The brief risk reduction program had 200 participants in the first two months. Students turning 21 years old in March and April received an email inviting them to participate in the program. The program consisted of the student visiting the Hokie Wellness office and meeting with a peer educator or professional staff member for 5 to 10 minutes to discuss harm reduction strategies for their 21st birthday celebration. Following the brief intervention, students were given a goodie bag filled with a t-shirt, water bottle, and a coupon book that included free food and entertainment from local businesses, along with a free Hooptie Ride. The program was very popular and well-received by the students. Approximately 85 percent of survey respondents said they are likely or very likely to use harm reduction strategies in the future.

Fraternity and Sorority Life continued the Fraternal Leaders Institute: Inspire experience. Since it was first implemented in spring 2013, more than 150 student leaders from 33 different chapters have attended the experience. The institute occurs each year in November, February, and May. Fraternity and Sorority Life continued the Emerging Interfraternal Leaders program with a revamped curriculum for approximately 20 new members from throughout the community.

Career Services believes understanding oneself is critical when in the process of forging career decisions. Continued meeting with students, referring them to key resources, and discussing questions about how to discover promising career options. This year nearly 700 students made appointments to explore themselves and career options; 1,577 students completed and reviewed the MyPlan on-line self-assessment to determine their values, interests, personality type, and abilities; 1,240 students completed the WooFound assessment to explore career options; and 3,439 students viewed Candid Career videos of career professionals. Career Services staff made presentations to 2,257 students in First Year Experience programs and conducted 38 classroom and student organization workshops for 886 students, focused on self-exploration, strengths, and career exploration.

Civility

Virginia Tech students will understand and commit to civility as a way of life in their interactions with others.

To build capacity to respond to bias-related incidents, Title IX concerns, and changing student demographics, **Student Conduct** received a new full-time position, giving us the capacity to coordinate and resolve bias-related cases in a timely manner, formalize a liaison relationship with the **Intercultural Engagement Center** and **Cranwell International Center**, and create interventions, programs, strategies, and protocols that align with **InclusiveVT** and the **Principles of Community**. In collaboration with DSA's **Communications and Innovative Technologies** and the university's **Division of Information Technology**, Student Conduct presented a Keystone Happening about managing conflict and dealing with difficult individuals. "Sticks and Stones, Free Speech and Phones" stemmed from the university's Digital Survival Guide initiative and explored the seemingly polarized dichotomy of free speech and inclusivity. The event began with identifying and discussing specific symbols, phrases, or other forms of communication that held special significance to a person, based on their familial, cultural, or personal values and considered potential intersections of conflict between these messages and other individuals' respective identities and values. In collaboration with **Recreational Sports**, Student Conduct presented a Keystone Happening about managing conflict and dealing with difficult individuals. Student Conduct adapted this concept and presented a Disney-themed workshop called "Be Prepared: Dealing with Difficult Characters" at several Housing and Residence Life conferences. This presentation earned a top-rated Skill Development award at the Housing and Residence Life Student Staff Winter Conference and was named a top three program at the annual Virginia Association of College and University Residence Halls conference.

Services for Students with Disabilities facilitated 365 accommodations orientations to newly registered SSD students, including instruction on how to effectively and collegially communicate with faculty. The revamped, large-group accommodations orientation for SSD first-year students included a heightened emphasis on student civil rights, self-advocacy, and civility. SSD conducted pre- and post-orientation focus groups for student leaders to provide a framework for student leaders to prepare, engage and reflect. At the Excellence in Access and Inclusion Awards ceremony, Services for Students with Disabilities presented “Keeping it Reel,” an event that focused on how disabilities are depicted in television and film. This event included group discussions on bias, stereotypes and negative behaviors towards persons with disabilities.

Student Engagement and Campus Life (SECL) developed and offered a diversity workshop for student staff built around discussions of cross-cultural communication best practices, definitions of civility, and concepts of difference, stereotypes, prejudice, and discrimination, and how those concepts relate to and affect our ability to provide inclusive customer service. Using staff meetings, specific trainings were conducted this year around exemplary principles of customer service, customer experience, and the Americans with Disabilities Act, allowing for staff to brainstorm new ideas and ways of doing.

Housing and Residence Life sponsored a Keystone Happening entitled “Civility Wall,” where 89 students, faculty, and staff named what civility meant to them and why Virginia Tech needs civility.

Fraternity and Sorority Life piloted a new small-group intergroup dialogue series entitled “Fraternal Leaders Institute: Engage,” with eight students from the Interfraternity Council, National PanHellenic Council, and Panhellenic Council. The conversation group met weekly for eight weeks to discuss issues of identity, social justice, and community elevation.

Cranwell International Center promoted inclusivity through meaningful interactions among culturally diverse populations by facilitating an overnight trip for 52 international and domestic students to Eagle’s Landing Wilderness Adventure. There was a broad range of students, including 23 graduate students and 29 undergraduate students, with 19 first-year students in the group. All 52 trip participants reported having meaningful connections with others through the trip’s activities and appreciating or valuing meeting someone new who was different from themselves.

Cook Counseling Center provided almost 2,000 group and couples sessions with a focus on understanding self and others to form the basis for authentic and respectful interactions.

Developing a professional presence is important as students pursue internships, co-ops, and post-graduation jobs. **Career Services** offered the third annual Career Outfitters (service project event) to provide students gently used or new professional clothing so that none are at a disadvantage during job fairs, networking events, and interviews. In October 2015, 927 students (a 74 percent increase in two years) took advantage of this service, receiving clothing and accessories, along with suggested guidelines about professional presence and professional

attire. Clothing donations were made by members of the Virginia Tech and surrounding community as well as Virginia Tech alumni.

Courageous Leadership

Virginia Tech students will be courageous leaders who serve as change agents and make the world more humane and just.

VT Engage: The Community Learning Collaborative mentored and trained 25 students in the STEP UP community leadership program. Participants planned and facilitated the majority of VT Engage's co-curricular service trips and on-campus educational events.

Student Conduct expanded gender-based and sexual violence policies to include incidents involving gender-based stalking, domestic and dating violence, as well as sexual exploitation. By expanding these policies, students who are experiencing other forms of sexual and gender-based violence are now provided further options and guarantees through the conduct process.

Strengths-Based Learning Initiatives co-facilitated workshops with 10 advocacy groups, addressing the connection between strengths, civility, and courageous leadership. These include strengths workshops with: the **Intercultural Engagement Center** and **Graduate Student Life; Women's Center** interns and committee members, connecting strengths to advocacy for gender and sexuality diversity; the **Diversity Development Institute**, connecting strengths to civility in participants' personal and professional lives; **Cranwell International Center's** Global Ambassadors, connecting strengths to serving international students; the **Language and Culture Institute** Bridge Program, helping potentially matriculating international students to connect their strengths to their lives; **Hillel** leadership, connecting strengths to serving Jewish students on campus; the **Iranian Student Association**, connecting strengths to their mission and leadership on behalf of Iranian students on campus; **Student Conduct** and **Housing and Residence Life**, on navigating difficult conversations using strengths; **Inspiring Women in Lifelong Leadership (I WILL)**, connecting strengths to courageous leadership by women for women at Virginia Tech

Student Engagement and Campus Life's Homecoming Board created a new and transformative opportunity by instituting educational platforms on which Homecoming Court candidates ran. These platforms challenged the traditional way of thinking about Homecoming and encouraged students, staff, faculty, alumni, and all members of the Hokie Nation to think deeply about how they are serving others.

The **Leadership Education Collaborative** facilitated a recitation for Principles of Peer Leadership, a three-credit hour course, in spring 2016 in collaboration with the Department of Agricultural, Leadership, and Community Education. In collaboration with the Residential Leadership Community, the Leadership Education Collaborative facilitated two sections of the Exploring Citizen Leadership, a three-credit hour course, in spring 2016.

In conjunction with **InclusiveVT**, the **Intercultural Engagement Center** trained 103 VTInterCom

facilitators to support “Dialogues for Social Change;” facilitated three courses for credit with 29 students; facilitated 35 dialogues by request with approximately 400 student participants; and successfully completed the pilot program for the Intercultural Leadership Institute cohort, giving nine DSA faculty, staff, and graduate assistants the tools to create and sustain inclusive environments.

Housing and Residence Life successfully piloted gender-neutral housing in two residence halls successfully. A request was made from a faculty principal to have it moved to Ambler-Johnston, so students there could be included. Housing and Residence Life continues to train all team members in the QPR (Question, Persuade, Refer) approach to suicide prevention, enabling professional and paraprofessional staff to assist and support students in distress.

Fraternity and Sorority Life attended the Central Fraternal Leadership Conference in Indianapolis with 35 student leaders from all four governing councils. The event was sponsored by the Association of Fraternal Values and Leadership. Through the financial sponsorship of the Interfraternity Council and Panhellenic Council, Fraternity and Sorority Life identified eight student leaders to attend the Undergraduate Interfraternity Institute coordinated by the North-American Interfraternity Conference in summer 2016. Fraternity and Sorority Life coordinated the National Pan-Hellenic Council and Panhellenic Council’s participation in the Southeastern Panhellenic Association with executive officers from both councils attending in spring 2016. Fraternity and Sorority Life facilitated its annual Risk Management Institute for selected chapter officers. More than 60 chapter leaders attended the one-day leadership program.

The **Virginia Tech Corps of Cadets** hosted its annual leadership conference with cadets and faculty attending from the federal service academies, senior and junior military colleges, several universities, and two high school JROTC programs. Former Secretary of Education Dr. Bill Bennett was the keynote speaker. The conference focused on leadership and leader development and provided the cadets and midshipmen an opportunity to discuss and reflect on various aspects of individual and unit growth. An important part of the conference is the interaction of cadets and midshipmen from the guest institutions with the Virginia Tech cadets, giving them the chance to hear and discuss how other leader development programs operate. A cadet planning staff was created to plan and execute the conference, providing the cadets with insight into project management and complex operations. This program continues to expand its outreach with hopes of additional schools participating in the future. With three other Virginia Tech entities, the Virginia Tech Corps of Cadets co-hosted the Freshman Leadership Conference. Thirty-nine cadets participated in this day-long experience designed to provide an opportunity to learn about leadership through seminars and personal participation. All students were given the opportunity to reflect on their experience and the response was positive and enthusiastic. This program continues to evolve and the positive response from those involved will drive continued investment next year.

Working in conjunction the **Women’s Center**, the **Virginia Tech Corps of Cadets** provided Mentors in Violence Prevention training for commanders and cadre during New Cadet Week and for Echo Company in March to help them prepare for their service project leading the White Ribbon Campaign. For the third year, all first-year cadets participated in Mentors in Violence

Prevention training. For a second year, a class session in the fall was used to hold the QPR (Question, Persuade, Refer) suicide prevention training for all first-year cadets.

Ut Prosim (That I May Serve)

Virginia Tech students will enrich their lives through service to others.

VT Engage offered 70 co-curricular service-learning events exploring direct service, social justice education, and student leadership development, including an expanded portfolio of domestic spring break trips serving nonprofit organizations in New York, New Jersey, New Orleans, and Hurley, Virginia. More than 740 students served with 34 local and national nonprofit organizations, 16 of which have sustained partnerships with VT Engage.

The Campus Kitchen at Virginia Tech (CKVT) was launched as a **VT Engage** program in September 2015. **Dining Services** partnered with Campus Kitchens at four major Dining Centers to donate unused portions of food to the local community. In its inaugural year, CKVT recovered more than 14,500 pounds of food from campus dining centers. Student volunteers and service-learning students from six courses devoted more than 2,500 hours to safely convert recovered food into more than 950 meals delivered to four local nonprofit agencies. The CKVT has already become a model for other universities, hosting representatives from new startups at James Madison University, Sweet Briar College, Radford University, and Virginia Cooperative Extension. It received the Growing the Movement Award at the national 2016 Food Waste and Hunger Summit.

VT Engage participated in a STEM Pipeline working group convened by the Provost's Office to identify 10 school divisions where STEM (Science, Technology, Engineering, and Math) programs will be replicated and expanded. During 2015-2016 VT Engage placed 438 students with STEM-related outreach projects.

VT Engage placed 16 members of the VT Engage AmeriCorps Network with Smart Beginnings of the New River Valley to expand the Reading Hour program from Montgomery County to Giles County, Pulaski County, and Radford City. The program operated in 20 childcare centers where 187 volunteers served 177 children.

Strengths-Based Learning Initiatives facilitated strengths workshop for the Serve living-learning community, connecting strengths to service in the spirit of *Ut Prosim*.

Services for Students with Disabilities recruited 1,057 volunteer note takers in 2015-16: eight for summer 2015; 549 for fall 2015; and 500 for spring 2016.

Each year **The Big Event**, supported by **Student Engagement and Campus Life**, strives to uphold *Ut Prosim* as a way of life by adding more volunteers and service opportunities in the area. Despite challenging weather conditions, the 2016 Big Event was a success, with 9,200 volunteers completing 1,102 jobs.

Recreational Sports reported that the women's rugby sport club team raised \$2,500 for ALS research in their first annual Tackling ALS Tournament.

During the month of April, **Housing and Residence Life** staff facilitated a Keystone Happening titled "Hokie Tracks: Charting your Virginia Tech Legacy" in which students were asked to reflect on the following prompt: What will be your Virginia Tech legacy? More than 200 students completed a written Hokie track reflecting on how they planned to impact the Hokie community and make a difference. The SERVE living-learning community averaged 800 hours of service through a variety of service opportunities including weekend immersion trips, single day service opportunities, and weekly service with Feeding America. The Resident Advisor on-call responsibility was extended to cover weekend daytime hours to offer support and resources should residents need it. This initiative was prompted by providing cell phones for student staff so they could be more mobile within their buildings. As a result, Housing and Residence Life have staff readily available to assist residents during the day time and evening hours and provide a high ethic of care as needed.

Hokie Wellness reported that the Health Education Awareness Team (HEAT) Peer Educators donated 2,281 hours, an average of 79 hours per member. More than 560 local sixth grade students attended 24 HEAT educational classes, with Tobacco-Free Hokies the class taught most frequently.

Fraternity and Sorority Life advised Greeks Giving Back, a registered student organization of fraternity and sorority student leaders that completed its annual one-day service event for Blacksburg and Christiansburg residents at 200 job sites with more than 1,000 fraternity and sorority student leaders participating.

Cook Counseling Center trained and organized ten student volunteers as the Peer Assistants for Learning (PALS) who conducted outreach activities for university-wide events and provided marketing efforts for the Cook Counseling Center. The center provided suicide gatekeeper training for a wide array of student and professional staff on campus including all first-year students in the Corps of Cadets as well as the corps leadership cadre, the professional staff, all of Resident Advisors in Housing and Residential Life, and in workshops for selected departments across campus. Cook Counseling Center co-sponsored the "Out of the Darkness" walk with the student chapter of the American Foundation for Suicide Prevention.

Other Learning Environment Impacts

The Division of Student Affairs' programs and services impact the learning environment for students in a multitude of ways. Fostering collaborative learning and co-learning with our students in environments designed to promote growth fosters the development of students as unique individuals and further enhances our distinctive university culture.

The **Keystone Advisory Group** (KAG) continues to lead the division in the creation of **The Keystone Experience**, a co-curricular experience for students focused on the Aspirations for Student Learning. This year marked the inaugural Keystone Fellows Induction Ceremony and Celebration, during which 15

students were inducted as Keystone Fellows. These students embody the Aspirations for Student Learning and will serve as mentors to their peers, doing outreach for students and faculty about the Keystone Experience. The ceremony included remarks by Dr. Perillo, President Sands, and Provost Rikakis. More than 100 guests attended. In addition, **Communications and Innovative Technologies** created a responsive website to showcase each Keystone Fellow, along with a short biography and their self-created digital stories. The campus community was informed of the event via social media and a [VT News article](#).

The **Keystone Advisory Group** worked on outreach within and outside of the Division of Student Affairs. It hosted four "What is Keystone?" information sessions. Dr. Perillo presented on the Keystone Experience at University Council. Members of KAG presented at the Associate Dean's Council.

Communications and Innovative Technologies partnered with **PRISM** (Pamplin Re-Inventing Social Media) to explore marketing the Keystone Experience via social media. It was a successful venture, which served to increase the exposure of Keystone to students.

There were seven **Keystone pop-up events** in spring 2016, all coordinated by **Communications and Innovative Technologies** and using student members of the **Keystone Street Team**.

- The **Wishing Tree (3/15–3/17)** engaged individuals by asking them to respond to various questions related to the Keystone Experience and the Aspirations for Student Learning.
 - "The legacy I'd like to leave behind at Virginia Tech is..."
 - "Something I would like to explore before I graduate is..."
 - "Something I've learned from my time here at Virginia Tech is..."
 - "Something I have done for others at Virginia Tech is..."
 - "I was a leader at Virginia Tech when I..."

Responses ranged from in-depth statements to sketched illustrations and almost everything in between. Students were open to the thought-provoking questions and offered valuable insights to what they hope to leave behind, explore, learn, and more. The event was perfectly located on the plaza between Squires Student Center and the library and allowed for broad exposure and easy access.

- **Hot chocolate (3/21–24)** in Keystone-branded cups was given to students at various bus stops, creating more buzz about the Keystone Experience. The Keystone Street Team also interacted with several groups of prospective students that were taking campus tours at the same time, which helped expand exposure.
- The **GIF photo booth (3/29–3/31)** was placed in high traffic areas, including D2, Litton Reaves, and the library patio. Students were asked to take a short, BuzzFeed-style quiz to show what Hokie value they embody, based on the Aspirations for Student Learning and the Keystone Experience. Next, students took a set of three pictures in front of a green screen, with a background that was changed digitally according to an individual's Hokie value. Animated GIF photos were posted on DSA's social media outlets, and students were given a small card with information on where to go to see their pictures. This event was especially successful because not only did current students participate but also many prospective students. Tours were taking place throughout the week which allowed future students to learn about the Keystone Experience and what it can do for them if they choose to study at Virginia Tech.

- At the **Keystone vending machine (4/11–4/13)** students were asked to write a word or phrase that best describes themselves on a Keystone-branded “dollar.” They inserted the Keystone dollar into a large vending machine, which then dispensed Keystone-branded prizes. The prizes varied from cups, stickers, water bottles, and portable chargers, to even larger gifts. One prize was a private tour of the athletic facilities with two friends. Students were happy to receive the prizes and were informed about how they can create their own Keystone Experience. Social media was an active platform during the event and provided great results. Students saw the vending machine on the Virginia Tech Snapchat account and became more interested in what was taking place. Word-of-mouth about prizes and the structure of the vending machine also helped to increase engagement and interest.
- **Keystone Cab design voting (4/18-4/25)** gave students the opportunity to engage in-person and via social media. Over the week leading up to this event, the Keystone Cab was out and about on campus picking up students and giving them a lift to their intended destination. Along the way, a member of the Keystone Street Team engaged the riders in fun questions designed around the Keystone Experience and Aspirations for Student Learning. At the end of the week students voted on iPad stations at a pop-up as well as on social media for one of two designs to brand the Keystone Cab. The golf cart will be used in future promotions of the Keystone Experience.
- The **finals cookie lounge (5/5)** offered free cookies on-site and a photo station for students to write wishes for upcoming students. There were also baby goats and sheep to help students take a mental break from studying. Polaroid photos were taken of the students and they were asked to write a piece of advice for incoming students on the photo.

The **Keystone Experience** recently received a significant philanthropic gift. Robert A. (Bobby) and Kara D. Julius from Bridgefield, Pennsylvania have established the **Julius Family Keystone Experience Excellence Fund**, an endowment to provide unrestricted support for the Keystone Experience within the Division of Student Affairs. Bobby and Kara both graduated from Virginia Tech in 2007. They established the fund in recognition of the impact that their Virginia Tech education has had on their lives and to provide support for future students at their alma mater.

VT Engage developed and implemented a university-wide approval process for international co-curricular programs designed to ensure safety of students traveling abroad on Virginia Tech-sponsored programs.

The Division of Student Affairs “**Partners in Learning**” program provided the university community with 321 workshops and class presentations on academic, career, student life, and physical and psychological health issues, a 57 percent increase over 2014-2015.

In an effort to express our core values of being student centered, learning focused, and relationally driven, **Student Conduct** was intentional in scheduling and tracking follow-up meetings with students, conducting more than 580 follow-up meetings and 309 informational meetings with students. This is in addition to the more than 1,900 students Student Conduct met with in a conduct meeting or followed up with via a warning letter. Extending the educational and reflective experience of our students beyond the initial conduct meeting is critical to building the capacity for their work to be educational in nature. Follow-up meetings allow the conduct officer and the student to check-in and build rapport, discuss salient issues, create action items for success, explore how strengths can be leveraged in future

situations, connect students to additional campus and community resources, and review the Aspirations for Student Learning.

Virginia Tech retains the authority to impose an interim (immediate) suspension when it is deemed necessary to preserve the safety of persons or property. This year 16 students and zero student organizations were suspended by **Student Conduct** on an interim basis. This is a 27.27 percent decrease from the 22 interim suspensions that were issued during the 2014-2015 academic year.

Having the capacity to manage the number of students, student organizations, and cases in the conduct process while remaining student centered, learning focused, relationally driven, community minded, and administratively sound, takes an intentional and well-choreographed effort. For context, these are the statistics on **Student Conduct's caseload** for 2015-16:

- Student Conduct managed 1087 conduct referrals that involved 1,965 students. That resulted in a total of 1,185 administrative action notices (103) and conduct meetings (1,082) with students by Student Conduct staff, **Housing and Residence Life** colleagues, and other university hearing officers to discuss community expectations and conduct code violations. Those meetings resulted in 1,961 total conduct code violations.
- The number of conduct referrals decreased by six and the number of students documented in those referrals increased by 571 which represents a 40.96 percent increase from the previous year. This indicates that there were more students involved in each individual incident than last year.
- The most commonly violated policy was the alcohol beverage policy. Of all of the policies that were violated (1,961), 975 were related to the alcoholic beverage policy. That represents a 4.95 percent increase from the previous year.
- As a result of those meetings, there were 140 separations during the 2015-16 academic year. This represents an 84.2 percent increase from last year. The breakdown of these separations for this year include: 125 suspensions, 6 dismissals, and 9 withholdings of degrees (deferred dismissal).
- Student Conduct received 28 conduct referrals involving 33 student organizations. This resulted in 31 conduct meetings.
- Student Conduct received 39 student/student organization conduct appeals during the 2015-16 academic year. This is an increase of 69.56 percent from 2014-2015 when there were 23.
- 1,883 background checks were completed for government investigators, United States Office of Personnel Management, law schools, transfer certifications, and Virginia Tech departments.
- Last year, Student Conduct worked closely with colleagues in Equity and Access to modify the gender-based and sexual violence policies to ensure compliance with federal guidance. This academic year was the first year Student Conduct adjudicated cases with these updated policies. Staff created new resources for both the complainant and respondent outlining all aspects of the adjudication process. This better prepared students going into the formal hearing and also assisted involved parties to better understand the conduct process and their role within the process. As a result, the hearings ran more smoothly and were more timely.
- Student Conduct continues to receive and adjudicate a significant volume of Title IX cases each year. The office adjudicated 28 gender-based and sexual violence cases during the 2015-2016 academic year, with one case pending. Although this represents a 28 percent decrease from last year, it represents a 47 percent increase from the 2013-2014 academic year. During the 2015-2016 academic year 60 percent of the respondents were found responsible and 40 percent of respondents were found not responsible for gender-based and sexual violence policy violations.

- **DSA Human Resources** provided 69 students the opportunity to work 2,790 hours toward the completion of their university service sanctions, increasing the number of students placed by 68 percent over 2014-2015 and the number of service hours worked by 31.5 percent.

Services for Students with Disabilities administered and proctored a record number (3,609) of testing accommodations for students when faculty did not have adequate resources.

DSA Human Resources conducted two sessions of The Service Institute (TSI), which provided 51 employees with a greater depth of understanding and application of the DSA Guiding Principles for Service.

New Student and Family Programs (NSFP) coordinated Orientation for the largest incoming class in Virginia Tech history; expanded the duties of NSFP student leaders to include transition efforts for first-year students; revised all Orientation materials for 2016 to more closely align with **Admissions** materials; planned a family and parent Orientation program piloted in the summer of 2016; coordinated receptions for early decision student and their families in key locations; expanded NSFP/Admissions yield events to include Dallas, Atlanta, Newtown, Pennsylvania, and Pittsburgh; established a Family Weekend committee that consists of representatives from across the university; and recorded the largest attendance for a Fall Family Weekend.

The **Virginia Tech Corps of Cadets** continued to set records for academic success. The overall corps GPA for the fall semester was a 3.08, with 661 cadets earning recognition on the Commandant's List, 11 of whom earned a perfect 4.0. The spring semester continued the trend, with an impressive corps GPA of 3.08, 620 cadets earning Commandant's List status, and 14 cadets earning a perfect 4.0. This is the eighth consecutive spring with a corps GPA over 3.0 and the fourth year in a row the corps had fall and spring semester average GPAs over 3.0 since the corps began keeping records. Additionally, there are now 47 cadets taking part in the University Honors program.

The **Virginia Tech Corps of Cadets** continues to have one of the broadest accredited academic programs in the country. Faculty taught a total of twenty (20) accredited courses (28 credit hours) on leadership, ethics and career preparation to cadets. These courses comprise the academic component of the corps' leader development program. The Virginia Tech Corps of Cadets piloted a new course through the Department of Aerospace and Ocean Engineering entitled "Fundamentals of Flight Training." This course, open to all university students, prepares those who are interested in the field of aviation to take the Federal Aviation Administration (FAA) Knowledge Exam. Included in the class is the use of a newly acquired FAA certified flight simulator. Also part of the class was a scheduled orientation flight at the VT airport. Sixty-three students were enrolled in this class.

The Leadership Education Collaborative unveiled the vision, mission, and strategic goal areas for the department in August 2015. The vision is that learners will lead and engage in the spirit of *Ut Prosim*. The mission is to inspire holistic development by equipping, empowering, and engaging learners to navigate leadership experiences. Strategic goal areas include the identification and navigation of leadership experiences inside and outside of the classroom, as well as the expansion and enhancement of leadership education opportunities. Marketing and branding elements created by **Communications and Innovative Technologies** were also introduced.

The **Leadership Education Collaborative Advisory Council** was formed in fall 2013 to further visionary conversations and inform the strategic planning process by thinking strategically, futuristically, and collaboratively regarding leadership education. The council is comprised of members of the university. The council submitted two presentation proposals and both were accepted, by the Association of Leadership Educators Annual Conference and the International Leadership Association Annual Global Conference.

The **I WILL (Inspiring Women in Lifelong Leadership) Council** (formerly known as the Women's Leadership Education Initiative Advisory Council) held its first meeting of the year in November, which coincided with an Aspire! Awards breakfast. The second meeting of the year coincided with the university's Student Recognition Banquet. The council met for a third time in July during New Student Orientation.

The **Leadership Education Collaborative** co-convened the **Order of the Gavel** with the Vice President of Student Affairs. The organization met once a month throughout the academic year, and hosted President Sands, Provost Rikakis, Dr. Pratt-Clarke, and other special guests. The leadership honor society's induction ceremony took place in September 2015 in the War Memorial Chapel.

The **Leadership Tech Experience** is a multiyear, co-curricular leadership education opportunity, based on the Aspirations for Student Learning and using the prepare, engage, and reflect model. Three Leadership Tech groups included 23 students (participants, peer mentors, and a lead peer mentor). Two Leadership Dialogues, crafted as Keystone Happenings, were hosted in partnership with **Parent and Alumni Relations** in spring 2016. Nine alumni of Virginia Tech served on the panels for these two events.

In February 2016, **Leadership Education Collaborative** staff traveled with five undergraduate student leaders to the ACC Leadership Symposium. The symposium included delegations from all schools in the ACC and focused on the theme "Sustaining Student Activism for Social Change." There were two trip preparation meetings as well as a reflection meeting following the symposium.

Gender-based violence response and prevention efforts within the division continued. During the 2015-16 academic year, the **Senior Associate Vice President for Student Affairs** and **Interim Title IX Coordinator's** office received reports of 112 incidents of student-on-student gender-based violence. This number is a 41 percent increase over last year. Reported incidents included allegations of sexual assault, sexual harassment, stalking, sexual exploitation, and intimate-partner violence. Of those reports, 31 were fully investigated, and 22 were forwarded to **Student Conduct** for adjudication. Inquiries were conducted in the remaining 81 cases. Those inquiries were either resolved prior to a conduct hearing or closed due to lack of information. The office collaborated with the Women's Center to centralize and formalize the multidisciplinary **Sexual Violence Prevention Council** to bring a campus-wide focus and accountability to gender-based violence prevention and education efforts for students. Members include representatives from the Women's Center and across DSA, as well as VTPD, academic faculty, and community partners. The office also conducted a campus-wide climate survey to learn about students' experiences with gender-based violence, their perceptions of safety and the university's commitment to responding to incidents of sexual violence, as well as their knowledge of resources and reporting options. This information will be used to tailor prevent efforts in the 2016-17 academic year.

The **Intercultural Engagement Center** hosted 497 programs in the Black Cultural Center and Multicultural Center during the academic year, an increase of 33 percent over 2014-15. The Intercultural Engagement Center supported graduate student development and education by advising, mentoring, leading, and participating in three masters and graduate student learning experiences. In addition, the IEC supported undergraduate student employee development and education with seven student learning experiences.

Housing and Residence Life reports positive statistics from living-learning communities (LLCs). The fall 2015 average first semester GPA for first-year LLC students was 3.26 compared to 3.17 for non-LLC students. Student misconduct was lower in LLCs: Lee Hall saw a 28 percent decrease in misconduct in one year of full implementation of the inVenTs LLC. In the Honors Residential Commons and the Residential Leadership Community, there were 64 percent fewer incidents of misconduct compared to similar-sized residence halls. The Residential College at West Ambler-Johnston is almost 10 percent more diverse than the campus average. The Honors Residential Commons experienced a 37 percent higher rate of faculty mentorship than the university average. Galileo and Hypatia Engineering LLCs retain first-year students to the College of Engineering at a rate seven percent higher than non-LLC first-year engineering students. First year students in Curie LLC retained to their major 15 percent more than first-year non-LLC students.

Housing and Residence Life, in collaboration with colleagues in the **Student Success Center** and **University Studies**, reports 1,625 students utilized tutoring or advising in the Academic Resource Centers (ARCs). ARCs showed an increase of 59 percent attendance at tutoring sessions, for a total of 1,014 tutoring contacts recorded. Tutoring services were increased from 10 to 15 classes. Academic advising in the ARCs increased by 14 percent, for a total of 611 advising appointments. This program is transforming how students see residence halls and how they engage with the learning opportunities provided through advising, academic programming, and tutoring.

The **Housing and Residence Life** student staff GPA for the spring 2016 semester was an average 3.26 and the average cumulative GPA was 3.29.

Housing and Residence Life sponsors the "Favorite Faculty" program, which encourages students to recognize the positive impact that faculty have had on them and their college experiences. There is a nomination process and culminating reception for the nominators and nominees to provide a forum for students and faculty to spend time together outside of the classroom and celebrate their positive interactions. This academic year a total of 131 faculty members were nominated from throughout campus, several receiving multiple nominations.

Hokie Wellness delivered programming and education to more than 8,957 students this past year. A total of 4,486 students attended one or more of Hokie Wellness' 223 total intensive educational classes, which are participatory workshops or presentations. A total of 3,471 Hokies received brief educational contact with an engaging educational exercise that is completed by the participant. More than 1,000 students participated in individual, group, or class alcohol and substance abuse interventions.

Fraternity and Sorority Life reports that the fraternity and sorority community's average GPA was higher than the average undergraduate GPA for both fall 2015 (3.212 vs. 3.150) and spring 2016 (3.226 vs. 3.180). Virginia Tech saw an increase in fraternity and sorority membership from 4,706 in spring 2015 to 4,924 in spring 2016.

Career Services partnered with 24 academic departments and colleges for their First Year Experiences classes to provide a timely introduction to 2,257 first-year and transfer students about the importance of career exploration, engagement in campus organizations and activities, experiential learning opportunities, and taking full advantage of the advising, services, programs, events, and resources offered.

Fostering Globalization and Inclusive Excellence: Diversity-Related Accomplishments

The Division of Student Affairs prepares all members of our community to effectively respond to opportunities presented in dynamic and diverse domestic and global environments. Through our work and interactions with our students and each other, we nurture a diverse and inclusive community that supports mutual respect and builds intercultural competencies. The collaboration of cultures, ideas, and different perspectives is an organizational asset that brings forth greater creativity, innovation, and learning.

The **Virginia Tech Division of Student Affairs** was recognized as one of the 2016 Most Promising Places to Work in Student Affairs based on the extent to which diversity and inclusion permeates aspects of the division including administrative structures, commitments, work environments, and staffing practices. This designation was based on the results of a survey administered by the Center for Higher Education Enterprise at the Ohio State University and commissioned by the American College Personnel Association and *Diverse: Issues in Higher Education*.

The **Division of Student Affairs** hired 54 new administrative professional faculty in 2015-16, an increase over the 29 hired in 2014-2015. Furthering the commitment to advancing the division's strategic priority to increase diversity, nine new hires are persons of color, representing 17 percent of new hires and 33 are female, representing 61 percent of the total. DSA Human Resources facilitated four updated Implicit Bias workshops for 41 division participants, in addition to the five Implicit Bias workshops delivered to search committee members and other employees the prior year. DSA Human Resources also provided candidate liaisons to meet with approximately 150 finalists as part of the on-campus faculty search process.

Student Conduct won an Excellence in Access and Inclusion award from Services for Students with Disabilities in recognition of going above and beyond compliance with procedures and ensuring their services are more accessible and equitable for students and university community members with disabilities.

Student Advocacy opened the VetZone, a lounge and community space in Squires Student Center for student veterans and community members. With the Intercultural Engagement Center, Student Conduct

hosted the first-ever veteran's commencement achievement ceremony with 14 participants and approximately 65 attendees.

Services for Students with Disabilities used a Closing the Loop grant to enhance inclusivity for students with disabilities, including consultation with InclusiveVT and the creation of a new faculty brochure outlining faculty responsibilities and students' civil rights under the ADA. SSD developed a collaborative process with the Global Education Office to implement a system to screen voluntary student health disclosures for risk management and accommodations to ensure students with disabilities or medical conditions can fully participate in the global education experience. SSD engaged in multiple training sessions for faculty, who teach through the Global Education Center, to ensure that students with disabilities who study abroad will have access to reasonable accommodations. **Student Conduct** continued community outreach by participating in five Education Abroad pre-departure trainings and attended the Education Abroad Fair to emphasize students' responsibilities as Virginia Tech scholars and as global citizens.

Through the Perspective Gallery, **Student Engagement and Campus Life** hosted an exhibit from world renowned artist Venkat Raman Singh Shyam. Venkat is a Gond tribal artist who lives with his family in Bhopal, India. Additionally, the Perspective Gallery displayed "The Path to Peace," the annual Martin Luther King Jr. art exhibit by children and teens, which invites school-aged students within a 50-mile radius of Virginia Tech to reflect on the legacy of Dr. Martin Luther King Jr.

Schiffert Health Center achieved another three-year term of accreditation from the Accreditation Association for Ambulatory Health Care.

VT Engage offered international service immersion trips in the Dominican Republic and Peru with 29 participants. The programs emphasized student learning, self-understanding, and commitment to future action, and showcased the benefits of careful selection and vetting of community partners.

The **Virginia Tech Corps of Cadets** continued its long partnership with the George and Carol Olmsted Foundation's Cadet Travel and Cultural Immersion Program to send cadets on a two-week cultural immersion in a foreign country. This year the corps coordinated the travel of six Virginia Tech cadets and two cadets from Norfolk State University for two weeks in Panama where they toured the capital city, the Panama Canal, the tropical jungle area, and an environmental research center; performed three community service projects; and engaged office calls/briefings with the U.S. Ambassador to Panama, The Honorable John Feeley along with the U.S. Defense Attaché, the Political Officer and Military Group members of the Embassy staff. The cadets also participated in the 2016 Memorial Day ceremonies at the Corozal American Cemetery in Panama City. The VTCC execution of this program has served as the model the Olmsted Foundation advises other institutions to follow to optimize intercultural opportunities for traveling cadets.

The **Virginia Tech Corps of Cadets** implemented its first in-house education abroad program, entitled the VTCC Global Scholars Program. A three-credit hour special study course was developed for the spring 2016 semester to add emphasis to the global aspect of the corps' vision for global, ethical leaders. With the course comes the opportunity to travel abroad as a course capstone trip. The objectives of the course are an advanced study in leadership, global security, and cultural awareness. This year's class leveraged the Allied Invasion of Europe in 1944 as context for these topics. In May

2016, 12 cadets and two faculty instructors traveled to Normandy and Paris, France, exploring the battlefields and cultural sites discussed during the class. The program is supported by endowed funds. Continuance or refinement of the program will depend on resources and the learning outcomes achieved by the initial cohort.

Recreational Sports received the 2016 National Intramural and Recreational Sports Association third place Creative Excellence Award for the Hokie World Games, a university-wide event designed to promote culture through sport.

New Student and Family Programs intentionally recruited a more diverse student leader cohort to welcome new students and families to Virginia Tech. It also conducted a Families as Partners session for international families during International Orientation.

The **Intercultural Engagement Center** sponsored or co-sponsored more than 125 programs during the six heritage celebrations throughout the year, a 10 percent increase. The IEC celebrated 264 students in five cultural achievement ceremonies, the highest number of participants ever, up 95 percent. These ceremonies include Aaliyah, Donning of the Kente, Lavender, Gesta Latina, and International Students. The IEC hosted eight welcome receptions for underserved, underrepresented students, a 25 percent increase, with more than 1,000 participants, up 27 percent.

Housing and Residence Life's "Consider This" video series was created by the department's inclusion committee to engage student staff and others through a digital medium. Videos were created on the following topics: Columbus Day, Halloween costumes and cultural appropriation, tough discussions, food security, and microaggressions. These videos received more than 1,300 views. HRL sponsored a fall and spring semester diversity education workshop for student staff hosted by diversity educator Dr. Becky Martinez. HRL participated in a year-long steering committee with stakeholders focused on creating a domestic and international living-learning community to launch in fall 2017. Another year-long steering committee with stakeholders focused on creating a fine arts LLC to launch in fall 2017.

Hokie Wellness identified recovery assistance as a need on campus for students and employees, and will be developing and enhancing these initiatives in the coming year. Six people were trained to administer SMART Recovery on Campus and held weekly meetings. Hokie Wellness assisted a student in recovery start a Young People in Recovery group. The Recovery Community @ Virginia Tech was started in February with a \$5,000 grant to help students in recovery find community and support. It is recognized that students in recovery are often marginalized on college campuses and have a right to pursue their education without the distraction of substance use that is common on college campuses.

Cranwell International Center administered immigration services to nearly 1,500 Virginia Tech undergraduate students, supporting the ongoing increase in enrollment of international students at the university, a 31 percent increase over 2014-15. More than 30 hours of cultural awareness and sensitivity training were administered to university faculty, staff, and student leaders. Cranwell provided information sessions about Curricular Practical Training and Optional Practical Training to 57 international undergraduate students, an increase of 14 percent from last year. Cranwell hosted the 57th annual International Street Fair, where 15,000 members of the Virginia Tech and New River Valley communities shared in the celebration of cultures from around the world. Cranwell coordinated with the Global Education Office to build connections between international students and outgoing study

abroad domestic students at the pre-departure orientation. Cranwell delivered and debriefed the Intercultural Development Inventory to 26 participants in the DDI foundations course. With the Intercultural Engagement Center, hosted the first annual international student achievement ceremony where 106 guests, faculty, staff, and administrators gathered to celebrate the 76 students who processed. Each student received a special stole that honored them as an international student at Virginia Tech. Cranwell administered the Intercultural Development Inventory (IDI) to all Virginia Tech Corps of Cadets seniors, including a group debrief. Cranwell delivered a global LGBTQ Safe Zone session to Global Education Office faculty leaders for education abroad programs. Cranwell collaborated with the English Department to provide a “real world” assignment for students in an Intercultural Issues in Professional Writing class. In addition, 29 Global Ambassadors were trained for leadership roles during New International Student Orientation.

Cook Counseling Center reviewed and enhanced its interactions with the LGBTQ community at Virginia Tech through increased Safe Zone trainings for all staff through collaboration with the Faculty/Staff Caucus, outreach with the Intercultural Engagement Center, and intensive workshop training for a professional staff member with World Professional Association for Transgender Health.

Career Services researched and developed a framework for universal, career-spanning competencies to prepare Virginia Tech students for the workplace: professionalism and responsibility; team work and interpersonal; communication; leadership; global perspective; and creativity and problem solving. Students developed skills to analyze, interpret, and synthesize information; reason holistically; communicate effectively; work in teams; and appreciate global perspectives, in order to succeed in the global job market and be active citizens. When launched in fall 2016, the goal is for students to develop these skills during experiences such as internships, co-ops, course projects, undergraduate research, and leadership roles in student organizations.

Creating a Culture of Collaboration and Organizational Efficiency

The Division of Student Affairs is committed to sharing resources, people, knowledge, and ideas to create partnerships that enhance opportunities for students. We continue to provide world-class opportunities that align with our Aspirations for Student Learning. In addition, we will expand existing efforts and build new collaborations based on meaningful relationships and shared learning outcomes, so that we can offer more rich and dynamic experiences that enable our students to grow and learn.

Strengths-Based Learning Initiatives facilitated more than 36 workshops for students, staff, and faculty throughout campus, including five governing bodies, 10 DSA departments, seven colleges, five external entities, four living-learning communities, and four student organizations. There were 1,902 participants in strengths workshops offered by Strengths-Based Learning Initiatives. About 80 educators took the online Gallup strengths educators courses during the 2015-16 academic year.

The **Intercultural Engagement Center** designed and delivered 35 Safe Zone training sessions for the university community with 470 participants. The IEC certified 313 new participants in Safe Zone, up 56 percent, totaling 871 Safe Zones on campus.

VT Engage recruited 1,003 volunteers who completed 5,779 hours of community service, including major support of the Virginia Science Festival, Kindergarten-to-College, and Campus Kitchens through the VT Engage VISTA Program. VT Engage offered seven faculty development opportunities through CIDER to promote faculty use of community-based learning strategies. Partnerships were strengthened with the **Office of First Year Experiences**, the **Student Success Center**, **CIDER**, the **Intercultural Engagement Center**, **Cranwell International Center**, **Hokie Camp**, **New Student and Family Programs**, the **Language and Culture Institute**, **Student Engagement and Campus Life**, and a variety of academic disciplines with a collective goal of communicating the VT Engage vision of impactful service.

The **Networking and Personal Development Committee** enhanced the workplace climate for division employees by providing a series of events and activities that brought employees together for celebrations and networking opportunities. The committee hosted Summer Recess, an end-of-the-academic-year event for division employees to celebrate the division's accomplishments for 2015-2016. During the year the committee also offered four division-wide networking socials, organized opportunities for employees to attend Virginia Tech softball and baseball games, and provided an opportunity for staff to express gratitude to others around the Thanksgiving holiday.

VT Engage recruited the largest ever cohort of incoming students (29) to the SERVE LLC and launched a strategic re-visioning process for the LLC's future. A Pathways minor (Community Engagement and Systems Thinking) is in development with the departments of **Human Development**, **Sociology**, and **Urban Affairs and Planning**. The minor is tentatively scheduled to launch in fall 2018 and will be housed in the **School for Public and International Affairs** with VT Engage remaining as an administrative home and curricular partner.

DSA Human Resources collaborated with **Dining Services** to offer a series of training sessions for 17 Dietrick Dining Center employees who are pursuing a Leadership Legacy Certificate. Further consultation with the Dietrick team is underway to drive communications and leadership improvement methods. DSA Human Resources became an early adopter of the new Office 365-SharePoint platform, resulting in greater efficiencies through inter-departmental file and document sharing within critical employment processes. Implemented an employee exit interview process in January 2016 for employees who resign or transfer out of the division. Twenty-five percent of the employees who were contacted for interviews accepted the invitation.

Student Conduct collaborated with **Housing and Residence Life** to develop and implement monthly professional development sessions for all residence life professional staff. Topics included motivational interviewing, a suspended student panel, and using strengths when engaging in difficult conversations.

- Senior members of the **Blacksburg Police Department** and **Virginia Tech Police Department** started attending the Student Conduct weekly case management meetings, fostering increased departmental communication and incident reporting as well as case management efficacy. The Director or Associate Director for **Housing and Residence Life** also started attending those meetings. Their presence and participation fostered increased communication, collaboration, and shared decision making with residential conduct cases.
- Student Conduct began resolving gender-based and sexual violence reports over the summer in order to ensure a timely resolution for all parties involved. Between May and August, Student

Conduct adjudicated 11 incidents involving gender-based and sexual violence. In the past, these cases would have remained unresolved until the fall semester, unless requested by the respondent.

- Student Conduct initiated a standard weekly Title IX hearing time in order to resolve cases in a timely manner. This eliminated the majority of evening hearings and provided a resolution as quickly as within a week. Hearing officers, investigators, and campus advisors held this standard weekly time in order to partner with and support students.
- As a cohort, **Student Advocacy**, the **Women's Center**, **Title IX** coordinators, **Blacksburg Police Department**, and **Student Conduct** attended a Department of Criminal Justice training entitled "Enhancing the Criminal Justice Response to Sexual Assault, Domestic Violence, and Stalking." During the training, all partners worked together on action plans to improve Virginia Tech's response and will implement the action plans collaboratively.
- The Assistant Director for Student Conduct office was moved into the same suite as the Title IX investigators in order to increase collaboration, communication, and efficiency in case management of Title IX cases.

Student Advocacy convened and coordinated Care Team, a multi-departmental case management group that assisted 199 students. Student Advocacy worked collaboratively with the **Title IX** advisory group, **Student Conduct**, the **Women's Center**, and other constituencies to support 26 students directly as student advocates. Three Student Advocacy trainings about crisis and advocacy topics were offered to university colleagues. Student Advocacy led or participated in 24 outreach presentations to students, departments and university colleagues reaching approximately 1,350 audience members.

Services for Students with Disabilities collaborated with **Housing and Residence Life**, **Dining Services**, **Cook Counseling Center**, the **ADA** coordinator, **Equity and Access**, **university legal counsel**, and the **College of Veterinary Medicine** to develop the university's service animals and assistance/support animals guidelines. The university and remote campus guidelines were officially published during the spring 2016 semester. SSD also collaborated with graduate students in the **Diversity Scholars** program to develop a campus educator survey designed to gauge interest in desired content to be presented, determine level of confidence in working with students with disabilities, and to learn about format preferences.

DSA Finance, **Student Engagement and Campus Life** administration, **Event Planning**, **War Memorial Chapel**, and the **Ticket Office** collaborated and initiated a new process and timeline for receiving payments, which has eliminated instances of non-payment from a specific client type. Student Engagement and Campus Life orchestrated a merger of Event Planning, the Ticket Office, War Memorial Chapel, and Production Services into one area, creating an opportunity for student staff to cross-train and broaden learning and business-centric ideas.

A **Schiffert Health Center** staff member received the 2016 Alumni Award for Excellence in International Outreach. Schiffert collaborated with **Cranwell International Center** for International Health Care Orientation and Immunization Services and collaborated with the **Corps of Cadets** to assist with annual in-processing and sick call of incoming cadets. Schiffert provided tobacco reduction and cessation programs for five area middle schools reaching more than 1,000 students. These educational classes included the popular **Tobacco-Free Hokie** T-shirt campaign exhibiting positive non-smoking messages.

Recreational Sports collaborated with **Hokie Wellness** to offer more comprehensive wellness programming to the Virginia Tech community. These efforts were strengthened by moving the Hokie Wellness team into a shared physical location in McComas Hall and the addition of a Wellness Coordinator position to the Recreational Sports staff.

Virginia Tech received the Exercise is Medicine on Campus Gold Level Recognition from the American College of Sports Medicine, one of only 18 colleges and universities in the United States to achieve this status. The recognition is the result of the collaboration between **Recreational Sports, Cook Counseling Center, and Schiffert Health Center** that provides students with “prescriptions” for exercise to help with anxiety, depression, disordered eating habits, and more.

InclusiveVT offered advanced training for DSA search committees in implicit or unconscious bias.

Intercultural Engagement Center developed and executed four campus initiatives and policy review efforts meeting the Safe Zone learning outcomes and completed requested Safe Zone trainings for 18 groups including academic departments, residence hall communities, medical units, cultural centers, and faculty fellow scholars.

Residence Life Resource Officer (RLRO) program, a collaboration of **Housing and Residence Life** and the **Virginia Tech Police Department**, participated in 45 RA meetings, trained 520 students in 18 Rape Aggression Defense (RAD) classes, interacted with 3,255 students through hall safety programs, and engaged with 878 students with the drunk goggle cart program. RLRO began in 2011. Currently there are three officers in this program who are committed to student learning and safety. These officers work to increase visibility in the residence halls through community walkthroughs, one-on-one interactions, and program implementation.

Hokie Helpers provided move-in assistance and information to students and families as they moved into residence halls. In 2015-2016, 1,733 students volunteered for 1,900 shifts. According to the fall 2015 check-in survey, 84 percent of those responding were aware of the Hokie Helpers program and more than 73 percent of the students who utilized the volunteers felt extremely or very welcomed.

In conjunction with the **VT Foundation** and **Real Estate Management, Housing and Residence Life** established a contract for 30 off-campus apartments (99 beds) to manage an overflow of residents due to over-enrollment.

Fraternity and Sorority Life, in conjunction with **Housing and Residence Life**, continued a collaborative effort to develop a living and learning environment in the Oak Lane fraternity and sorority residential area. Oak Lane residents achieved a higher GPA compared to off-campus fraternity and sorority members.

The **Interfraternity Council** continued its Adopt-a-Cop program with the **Blacksburg Police Department** to offer risk education through one-on-one chapter coaching prior to social events. Additionally, each president and risk management chair completed a six-week specialized citizen’s academy.

Fraternity and Sorority Life joined **Dining Services** and the **Office of the Senior Associate Vice President for Student Affairs** to envision and plan the construction of the Dietrick Spirit Plaza.

With support from the **Women's Center**, **Fraternity and Sorority Life** provided Mentors in Violence Prevention Bystander Intervention Training to three fraternities.

Dining Services collaborated with **Facilities** to collect, store, and transport compostable materials from dining centers after the local composting facility closed.

Cranwell International Center collaborated with university and DSA partners (**New Student and Family Programs, BreakZONE, University Libraries, Academic Advising, Event Planning, Athletics, Graduate Student Association**) to welcome more than 500 new undergraduate international students during August Orientation, an increase of approximately 40 percent from last year. A total of 19 departments had tables at the new international student resource fair. Cranwell partnered with **Housing and Residence Life** to provide intercultural competence training to more than 200 resident advisors.

Cook Counseling Center collaborated with academic departments and colleges (**VetMed, Graduate Life Center, Psychology, Communication, Human Nutrition, Foods, and Exercise**), university partners (**Athletics**), and **Student Affairs** departments to provide cooperative programming to enhance student growth and development. Cook Counseling Center participated in the mental health response to students of concern through active case management, service to the Care Team and Threat Assessment Team, and with community providers to reach more than 70 students for whom intensive support was required.

Career Services developed broad and successful relationships with public, private, and non-profit organizations to increase student experiential learning opportunities (i.e., valuable internships, cooperative education, shadowship, summer jobs, externships, and volunteer experiences). Career Services' Associate Director for Employer Relations was relocated to Richmond to strategically connect with hiring organizations in Richmond, Northern Virginia, Virginia Beach, and Hampton Roads. During 2015-16, 1,342 new companies registered with Career Services and 11,395 job listings were posted in Hokies4Hire (6 percent increase over two years), 3,229 (28 percent) of which were internships and co-ops. Of the recruiters who interviewed 6,562 students through the on-campus interviewing program, 82 percent found student resumes to be very good to outstanding, 83 percent found students were very good to outstanding in their interview performance, and 96 percent found the Employer Relations team to be very good to outstanding in their service and resourcefulness.

Career Services designed an Internship Guide for employers who want to create internship opportunities for Virginia Tech students. In print and online, this guide includes topics such as internship goals, job descriptions, on-boarding the intern, supervision and evaluation of the intern, resources, and contact information. Career Services co-founded and successfully lead the new Internship Resource Network, creating an opportunity for department, program, and college for-credit internship and field study coordinators to come together and talk about common and unique topics of interest, including a common internship and field study definition, benefits of these experiences, relevant legal and ethical issues, paid vs. unpaid internships, available resources, affordability of internships, and course

documents. Together, the network will create an on-line portal for articles, resources, sample documents, syllabi, assignments, and contracts for continuous improvement and decision making.

Embracing a Networked Society

The Division of Student Affairs keeps pace with technological advances in order to enhance service delivery and better engage our students in learning environments. We explore ways to harness technology in order to improve access to and quality of the programs and services we offer to students—without sacrificing the “human touch.”

Student Affairs is an early-adopter of the new Office365-SharePoint platform and serves as a model for the rest of the university. Below are five examples of administrative efficiencies gained through the use of Office365-SharePoint:

- **Keystone Advisory Group** is using SharePoint to collect Keystone Happening submissions. By using a form template and SharePoint's “auto-save” function, all Keystone Happenings are collected in one place without the need for emailing and manually corralling the documents. By keeping the template in the background on SharePoint, they ensure the most current template is always the one in use, thus eliminating multiple forms.
- **Cook Counseling** implemented an automated leave calendar system on their SharePoint site. In this workflow, a user submits a leave request electronically and a confirmation email is sent to the user. Approvers receive an email with approval instructions. Once a request has been approved or rejected, another notification email is sent to the user, and any approved leave requests appears on the leave calendar.
- **DSA Finance** seized the opportunity with Office365 to turn their invoice processing into a paperless process. They piloted the first year using an individual's OneDrive account and will move the process to their SharePoint team site for the 2016-17 year. Payment processing is much easier and reconciliations can happen more quickly; past invoices are now available to both the Finance and the respective DSA department, thus cutting down on phone calls with questions about past purchases; invoices are no longer being sent by interoffice mail, cutting down on paper and time.
- **DSA Human Resources**, as one of the first adopters of SharePoint, uses the platform to develop and deliver course material for DSA Foundations, the Leadership Legacy Certificate, and the Service Institute. They are able to contain the content in one place and make it available to current and past participants by the use of sub sites. Each course has its own sub site, with its own document and media libraries. Participants are more actively engaged with the course material because they are able to watch videos on their own time and review course notes prior to attending the next class, allowing for deeper discussions.
- **Communications and Innovative Technologies** uses SharePoint primarily to capture meeting notes in OneNote, cutting down on administrative work and eliminating the need to send meeting notes via email. The CIT team uses both Macs and PCs and using the online version of OneNote allows every user to access the files without needing compatible systems.

Communications and Innovative Technologies rewrote and redesigned “You’re in... Now What?” as an interactive website, to provide incoming students with a lively, conversational, student-focused introduction to life at Virginia Tech. As of August 8, 2016, the website had 34,527 page views and the average session duration was an impressive three minutes and three seconds.

In addition to monthly electronic newsletters targeted to Hokie families, **New Student and Family Programs** collaborated with **Communications and Innovative Technologies** to produce and broadcast a series of three webinars for Hokie families: [Pre-Orientation webinar](#) (May 2016); [Help your student maximize their summer break](#) (Feb. 2016); and [Things you need to know before your student moves off campus](#) (Oct. 2015). The pre-orientation webinar had a record 856 participants and has been viewed 635 times from the [webinar webpage](#).

The **Division of Student Affairs** launched the DSA Alumni News, a quarterly electronic publication focused on the stories, experiences, and successes of alumni who were engaged in DSA activities as students. The goal is to give alumni the information they need to remain connected and active with the division after graduation.

Communications and Innovative Technologies created a new template management system for our hosting websites and migrated the DSA website to a mobile responsive format using a modified Virginia Tech Moss template. In collaboration with **University Relations**, the electronic communications team worked to develop DSA style modifications for the Adobe Experience Manager Ensemble CMS and began the migration and launch of department websites in the new system. An automated image management system was developed to pull student organization event ads from GobblerConnect to the DSA digital sign network. Communications and Innovative Technologies worked with **Dining Services** to create the Hokie Dining app for iOS and Android for launch in fall 2016. The app includes full menus, ingredients, nutrition information, and an allergen filter.

DSA Information Technology installed and configured new application systems, including Fusion systems for **Recreational Sports**, Symphony systems for **Dining Services**, and key control systems for **Housing and Residence Life**. Hokies Domain was implemented to integrate with campus systems, including OneDrive for Business, Office 365, and SharePoint. DSA Information Technology replaced more than 100 divisional workstations and upgraded server hardware and enhanced security of file servers, print servers, and domain controllers. Application servers were virtualized to enhance reliability and availability while reducing costs. A server, firewall, and router log analysis tool was implemented to better monitor availability in real time. DSA Information Technology responded to 2,344 user support requests and reported a 95 percent "Met" or "Exceeded Expectations" rating.

Student Conduct was the award recipient for the Division of Student Affairs Networked Society award. This award recognizes Student Conduct's database, CHARLIE, for its use of integrating technology and digital fluency that have a direct positive impact on student learning and quality of service. Student Conduct began utilizing assistive technologies to increase and enhance the functional capabilities for staff and students with disabilities. This included purchasing electronic and non-electronic aids and computer-based software applications to assist individuals with visual impairments in accessing and creating information that is most often in a visual mode.

Student Engagement and Campus Life conducted a complete overhaul of the student organization re-registration process including opening in March rather than September to facilitate seamless leadership transitions. The process included a multi-media presentation on a number of topics including how to

best use GobblerConnect as a resource for student organization. By June 2016, Student Engagement and Campus Life had more than 600 organizations re-register for the 2016-2017 academic year.

Services for Students with Disabilities upgraded its online note-taking request system to facilitate ease of use for students and faculty.

Recreational Sports introduced a new way for Hokies everywhere to be active and participate in the 3.2-Mile Run in Remembrance by utilizing the Stridekick activity tracker. The 32 Million Steps for 32 challenge brought the community together to work toward a common goal of 32 million total steps. More than 1,500 participants showed their support to reach the goal in just three days.

Housing and Residence Life partnered with **Communications Network Services (CNS)** to provide wireless internet service throughout the residential portfolio. The project was completed ahead of schedule and came in under budget, allowing us to upgrade New Hall West and Ambler Johnston to the most recent equipment so that all students have the same level of service. HRL staff served on a year-long **Network Infrastructure and Services (NIS)** committee with other campus partners to create a new guest portal for visitors to campus, opening up wireless internet service to short- and long-term guests. The portal was used to provide on-campus commencement housing for parents and families of graduating seniors. Housing and Residence Life installed emergency blue-box phones on all residential floors to support the removal of land line phones. Housing and Residence Life worked with Senior Associate Vice President for Student Affairs Frank Shushok to create a [Living-Learning Community recruitment video](#) that was shared at the Hokie Focus recruitment event, on social media platforms, and on the class of 2020 Facebook page. The video has more than 1,300 views on YouTube.

Hokie Wellness, in collaboration with **DSA Information Technologies** and **Communications and Innovative Technologies**, moved AlcoholEdu and Haven to single sign-on and created a website for AlcoholEdu, Haven, and DiversityEdu to enhance the first-year experience.

Dining Services implemented new Wyckwyre student hiring software to streamline and better manage employment applications and paperwork.

Digital Survival Guide, the campus-wide personal digital brand initiative, used an online presence as well as in-person engagements with the community to create awareness of the importance of curating a positive identity online. The guide established a focal point and channel for workshops and other events related to wise use of social media. Objectives for next year include expanding the partnership beyond Student Affairs and Information Technology to include greater participation by the university community.

Cranwell International Center distributed 1,003 access codes for software that assists international students and scholars in preparing their tax returns, thereby maximizing staff efficiency and regulatory compliance. The number is a 10 percent increase over last year. In addition, Cranwell increased its number of Twitter followers by 40 percent.

Enhancing Our Facilities

The Division of Student Affairs is committed to creating places and spaces that encourage growth. We provide welcoming, barrier-free, sustainable, living and learning environments for our students. To do so, we evaluate what comprises our physical plant, how we currently use these assets for programs and services, and where opportunities exist to provide out-of-class learning, leadership development, academic partnerships, and research options.

Student Engagement and Campus Life collaborated with the Muslim Student Association (MSA) and the Dean of Students office to identify a space within Squires Student Center to provide a larger mediation and prayer space that could be used by all campus members. The space opened to the campus on June 1, 2016. Repairs have been completed on exterior balconies of Squires Student Center to address leaks in the Black Cultural Center and Old Dominion Ballroom.

Recreational Sports converted 10 acres of natural turf fields to artificial turf to increase the playing opportunities for intramural sports, sport clubs, and open recreation participants. Because of the new facilities, Recreational Sports was able to offer 900 more games than previous years and reduced game cancellations due to rain.

The **Leadership Education Collaborative** worked with **VT Engage, Assessment and Professional Development**, and **Information Technology** to enhance New Hall West Suites 110 and 104, including new office furniture configurations, new paint, and increased collaboration spaces for the four departments.

Intercultural Engagement Center completed the space improvement project for the Black Cultural Center, including activation of a community feedback mechanism. The IEC celebrated the highest attendance ever (250) at the Black Cultural Center 25th anniversary.

In a fast track, unexpected summer renovation, **Housing and Residence Life** returned East Eggleston to residential service, providing 86 additional beds to their portfolio. Pearson Hall opened in November 2015, bringing 539 new beds online and replacing a circa 1903 building which was at the end of its service. This greatly enhanced HRL's FICAS score standing. Brodie Hall will be replaced, with an expected opening date in spring 2017. The Oak Lane gate house was repurposed to become a community center providing meeting and common area space for the four Greek councils as well as an office location for the residence life coordinator who partners with Fraternity and Sorority Life. The Pritchard fourth floor crossover lounge and kitchen were renovated and two supplementary gender-neutral, ADA bathrooms were installed. HRL re-purposed and renovated an underutilized fitness room in Pritchard Hall to serve as the Innovate Venture Lab, a creative/maker space for entrepreneurial students involved with the Innovate Living-Learning Community. More than 3,000 students attended events in or visited Studio 1, a maker lab that supports the STEM living-learning communities in Lee Hall. The Pritchard courtyard was completed in summer 2016, including the service drive entryway to serve as an integrated outdoor space that is both accessible and visually appealing for residents and guests. A Pritchard studio apartment was repurposed and refurbished to serve as the Entrepreneur-in-Residence location, hosting numerous successful alumni who partnered with the Innovate LLC. Hallway carpeting and new vinyl tile was installed in each student room in West Pritchard to complete the phased transition of flooring for

the residents. The Upward Bound Administrative Office suite in Hillcrest Hall was also renovated. Three rooms in Hillcrest Hall were repurposed to provide a more conducive living space for the professional live-in staff and transformed their former outdated location into office space for our academic partners in the Hillcrest living-learning community.

Housing and Residence Life planned for the phased installation of keyless doors throughout the residential system, to start summer 2016. In spring 2016, we prepared wiring pathways and cooperated with **Communications Network Services** and **Hokie Passport Services** on behind-the-scenes preparation, allowing the project to get off to a fast start. All but three buildings will be completed during the 2016-17 academic year, with the remaining three buildings completed in summer 2017. This is a \$7.8 million project. The Housing and Residence Life maintenance team completed 20,086 work orders that supported residential and dining facilities during the academic year.

Service for Students with Disabilities is engaged in a proposal that will revamp the testing space currently in use and will explore additional testing space on campus to accommodate the growing number of students utilizing the SSD testing center. SSD is the backup testing space for faculty when they are unable to secure testing space in their department.

Housing and Residence Life participated in a feasibility study for the Northwest Precinct which could support enrollment growth through a phased project that includes the new construction of six residential colleges and a student common.

Fraternity and Sorority Life assembled the Oak Lane Task Force Student Experience, which identified the need to focus on ways through living and engagement to increase the presence of all chapters. A majority of students surveyed from each council indicated that if it were financially feasible, their chapter would live in Oak Lane. A majority also indicated that if their chapter did not live in Oak Lane, it would utilize enhanced common spaces to increase their community engagement.

Dining Services updated Hokie Grill & Co. with new floorings, ceiling, wall finishes, tables, and chairs to create a more modern and welcoming space. Installed a sound system and audio/visual equipment in the Dietrick East Flex Room to create a semi-private dining and meeting area for residential colleges and other groups.

Cranwell International Center renovated the Cranwell Community Room with new paint and furnishings.

Schiffert Health Center added a diversity mural to one of the walls of the health center and placed five canvas art pieces in the medical clinic that reflected each of the Aspirations for Student Learning.

Other Accomplishments

The Division of Student Affairs encourages our staff to think innovatively about creating programs and services to enhance and complement the Virginia Tech educational experience. Our goal is to provide the very best education for our students, from orientation through graduation, both in and out of the classroom.

DSA Human Resources facilitated the hiring of 64 new faculty, 133 staff, 445 non-student and 1,786 student wage employees for a total of 2,428 new employees, which represents a 16 percent increase in new hires over fiscal year 2015. More than 6,600 employment application submissions were received, reviewed jointly with division departments, and dispositioned through the People Admin System. DSA Human Resources completed 1,727 criminal background checks for newly hired employees and other qualifying employment changes, a 10.8 percent increase over fiscal year 2015, and facilitated the completion of mandatory Title IX/Policy 1025/VAWA training by 959 division employees, accounting for 1,438 training hours.

Cook Counseling Center conducted individual assessments and provided services to 3,400 students during the academic year; this was 11 percent of the student population and was a 10 percent increase in student usage over the previous year.

Schiffert Health Center had 60,464 patient visits during the academic year. This is approximately a 10 percent increase in patient visits from the 2014-2015 academic year when the health center had 54,924 patient visits. A recent patient satisfaction survey revealed a 96 percent overall satisfaction rate.

Over an 11-month reporting period, **Communications and Innovative Technologies** published 76 VT News articles, garnering 94,701 unique page views, representing an 8 percent increase over the previous year.

The 2014-2015 administration of the National Assessment of Student Conduct Adjudication Processes (NASCAP) suggested that in almost all areas, those students who have experience with the system evaluated Virginia Tech's **Student Conduct** process in a very positive light. Recent national data from the NASCAP Project indicate how a conduct system is administered has a dramatic influence on how much is learned by students who interact with that system. Students who perceive the conduct process as timely, fair, explanative, respectful, facilitative, and fosters student learning are likely to report more learning.

Recreational Sports reports that Virginia Tech won the National Intramural and Recreational Sports Association's Region 2 Lifeguard Games in November 2015. With six teams competing (Florida State, Virginia Tech, University of Tennessee at Knoxville, University of Georgia, Georgia Tech, and Southern Mississippi), Virginia Tech won Best CPR Adult and Child and Overall First Place. Twelve sport club teams advanced to nationals for their sport, proudly representing Virginia Tech.

As a result of delays with the construction of Pearson Hall, **Housing and Residence Life** needed to compress the occupancy in other buildings to make up for 539 **Corps of Cadets** beds that were not ready. In addition, our admissions numbers were approximately 600 more than the expected yield. Although normal summer attrition reduced this number to approximately 400, housing still needed to accommodate both the Corps of Cadets needs as well as the higher admissions numbers. This was accomplished through contract buyouts, aggressive management of the admissions list, collaborations with admissions and university enrollment, and through hyper-loading of RA roommates, converted study lounges, and tripling of the majority of the corps rooms in traditional double spaces. East Eggleston renovations were fast-tracked and 30 apartments were rented at Foxridge, the first ever off-

campus rental negotiation. At opening, 972 students were in non-standard spaces. By spring 2016, all students had been reassigned into standard space.

Outreach to alumni and friends of the **Virginia Tech Corps of Cadets** resulted in a strong year for financial donations to benefit corps programs. As a result, the Corps of Cadets is positioned to award 171 incoming first-year cadets Emerging Leader Scholarships. This is in addition to offering Emerging Leader Scholarships for all upperclassmen. The Class Champion program, a networking endeavor to help the Corps keep in better contact with those who have shared the Corps of Cadets experience, hosted two separate Class Champion events for both the junior and senior year cadets. The event was an opportunity to welcome future alumni, and let them know about the programs offered.

The **Hokie Wellness** team developed the Hokie Wellness Foundation group and the Contemplative Practices at VT group to brainstorm and receive feedback while continuing to identify strengths, weakness, opportunities, and threats related to the well-being of the Virginia Tech community. David Andrews was promoted to assistant director of education and prevention services and oversees the day-to-day operation of the alcohol and substance abuse area of Hokie Wellness. Jon and Laurie Fritsch presented Tobacco-Free Hokies at VT at the national Reduce Tobacco Use Conference in Washington, D.C. One of the four new Hokie Wellness education health videos won an award and was featured in Student Health 101 Magazine.

Fraternity and Sorority Life team members facilitated the following presentations at national conferences: “Expansion: It’s a collaborative marathon, not a one-man sprint” (Association of Fraternity/Sorority Advisors); “#NPHC lives matter: Examining experiences of black students at PWI’s” (Association of Fraternity/Sorority Advisors); “All in the Family: Managing conflict within NPHC” (AFLV: Central Fraternal Leadership Conference and the National Black Greek Leadership Conference). Throughout the year Fraternity and Sorority Life team members assisted other campuses, national, and international organizations by: facilitating leadership education programming for students; offering training for fraternity and sorority educational consultants; and reviewing chapter assessments. Tavianna Williams, associate director of Fraternity and Sorority Life, was appointed to the governing board for the Southeastern Panhellenic Association. Fraternity and Sorority Life invited Delta Kappa Epsilon Fraternity, Phi Kappa Psi Fraternity, and Theta Nu Xi Multicultural Sorority to join the community for the fall 2016 semester.

Dining Services partnered with **SGA, Housing and Residence Life**, and the Virginia Tech **Office of Sustainability** to serve 90,000 meals in reusable to-go containers, an increase from just 4,000 meals served in them in 2014. More than 48,000 pounds of produce for campus dining centers was produced at the Dining Services Garden at Kentland Farms and the High Tunnel at the Urban Horticultural Center.

Cranwell International Center hosted the Department of Motor Vehicles’ mobile unit for four days of on-campus access for students and scholars to conveniently apply for driver’s licenses and state identification cards.

Cook Counseling Center provided 285 outreach programs that reached more than 15,560 individuals in the university community. Cook received re-accreditation from the International Association of Counseling Services which, under the seven-year cycle, will bring the next accreditation review to 2023.

Cook sponsored a training workshop with Dr. Ian Birky to enhance and expand group psychotherapy efforts on campus; following the workshop, the center was able to offer a significantly greater array of group psychotherapy appointments. Cook completed an on-line customer satisfaction survey with over 400 respondents and found that 98 percent of students indicated that the counseling center is a necessary part of the university and more than 95 percent indicated they would refer a friend to the center.

Assessment and Professional Development highlights include Spring Renewal, an annual professional development event attended by about 200 employees. This year's theme was mindfulness and the science behind how mindfulness can bring greater productivity and satisfaction to our work. The Director of Assessment and Professional Development led a summer book club for 15 faculty and staff.

Careers in Student Affairs Month takes place annually in October and is promoted nationally by many student affairs professional organizations. The purpose of the month is to create awareness of the profession and reach interested students. This year, **Assessment and Professional Development** partnered with the Higher Education Association and students in the higher education program, to sponsor four events for undergraduate and graduate students interested in pursuing careers in student affairs.

Assessment-Related Accomplishments and Results

The Division of Student Affairs employed assessment and systematic review in a number of crucial areas, and conducted assessment training for division faculty and staff. The Vice President for Student Affairs encourages a culture of continuous improvement in administrative units by systematically tracking and reviewing department assessment plans in WEAVE.

Assessment and Professional Development supports the division and its departments by building capacity across the division, consulting with departments on strategic planning and assessment, assisting with research and assessment projects that require input from the Institutional Review Board, and conducting division- and university-wide research and assessment projects.

The Division of Student Affairs continues to be actively engaged in assessment and regularly uses findings to **improve both student learning experiences and administrative functions**. Each department has clearly defined mission, goals and outcomes that link to the DSA mission, Aspirations for Student Learning, and the DSA strategic plan. Each department measures several student learning outcomes and administrative outcomes annually and provides an action plan for each. Many departments complete multiple assessments annually. Departments submit annual assessment plans in September outlining their assessment objectives for the year. Reports are due in July.

Assessment and Professional Development created **new assessment planning and reporting tools** in 2015-16 and spent 113 hours in consultation with DSA departments, which led to a one-hundred percent submission rate. The staff in Assessment and Professional Development spent additional time this year working with departments to develop mission, goal, and outcome documents and plans, as well as a comprehensive end of year reporting tool that included action plans for 2016-17 for all departments. A complete division report from WEAVE is available upon request.

Four Student Affairs departments completed a rigorous **internal program review** process using national standards: **DSA Human Resources, VT Engage, Schiffert Health Center, and Student Advocacy**. A report including findings of the review and action plans were submitted to the Vice President for Student Affairs this summer.

Assessment Roundtable remains an active committee made up of representatives from each department. The group meets monthly and the director includes educational information to improve assessment work. Topics this year included data visualization, tracking student attendance data for Keystone Happenings, effective use of data, rubric development, and updates and training on new functions in Baseline.

Two **Assessment Camp** educational opportunities were offered for the fifth summer. Advanced Camp focused on strategic planning and development of departmental assessment plans. Introduction to Assessment provided an introduction to assessment terminology, planning, methodology, and reporting. In addition, Introduction to Assessment Camp has become a part of the onboarding process for new members of the DSA community, connecting them to colleagues and acclimating them to the DSA culture and expectations.

Assessment and Professional Development partnered with **Title IX Investigators** to develop and administer a campus wide **Title IX climate** survey in fall 2015 in addition to conducting focus groups with students and faculty to better understand the climate, including knowledge of resources and reporting of Title IX incidents. In spring 2016, an additional Title IX survey was administered that was benchmarked from the national AAU Campus Title IX Campus Climate Survey was sent to 5,000 current students.

Assessment and Professional Development conducted an **Understanding Mentoring at Virginia Tech** study of student perceptions of mentoring, including collecting both qualitative and quantitative data that was analyzed and shared with a committee led by Vice Provost for Undergraduate Academic Affairs Rachel Holloway. The report will be shared with the President and Provost with recommendations to create mentoring programs for our students.

Assessment and Professional Development implemented a pilot AP faculty professional development and performance evaluation tool. Subsequent evaluation of the P.A.C.E. tool (Plan, Affirm, Check-points and Evaluation) was conducted, improvements were made, and an implementation plan was developed for all AP faculty in DSA.

Several Division of Student Affairs departments including **Dining Services, Communications and Innovative Technology, Recreational Sports**, and the **Senior Associate Vice President for Affairs** have utilized student advisory boards in the past year. These boards are made up of students who serve as ongoing focus groups, meeting regularly to provide feedback on DSA programs and services.

2016-2017 Division Goals and Outcomes

The following strategic outcomes from the Division of Student Affairs 2012-2018 Strategic Plan will be the division's 2016-2017 strategic focus.

- 1.1** Students will develop skills to analyze, interpret, and synthesize information; reason holistically; communicate effectively; work in teams; and appreciate global perspectives, in order to succeed in the global job market and be active citizens.
- 1.2** Students will understand the importance of overall wellness and will maintain a healthy balance academically, physically, emotionally, nutritionally, professionally, and socially.
- 1.3** Students will achieve the competencies articulated in our Division's Aspirations for Student Learning which will provide a basis for life-long learning.
- 1.4** Develop a Division of Student Affairs curricular framework through which our departments will create and deliver programs, services, and experiences that support our goals and promote the Aspirations for Student Learning and the stages of development outlined in the 2012-16 Undergraduate Division Vision document.
- 1.5** Identify and develop optimal spaces across campus that will foster student engagement with Division staff, faculty, administrators, speakers, and others to promote increased learning.
- 1.6.** Engage in First-Year Experience programs as collaborative partners to share in the learning process of first-year and transfer students.
- 1.7** Develop learning outcomes for all program areas to ensure intentional, value-added experiences for our students and develop supportive assessment tools to measure the levels of learning.
- 1.8.** Develop broad and successful relationships with public, private, and non-profit organizations to increase student experiential learning.
- 1.9.** Create new spaces for academic advising in residential facilities to increase the number of advising hours and students advised.
- 2.1.** Students and Division employees will expand their appreciation, understanding, and respect for others who are different than themselves.
- 2.2.** Division employees will develop the multicultural competencies to address relevant issues and to offer meaningful services to a diverse student population.
- 2.3.** Develop strategies to promote meaningful interaction between our international and domestic students and find ways to engage international faculty and staff with domestic faculty and staff.
- 2.4.** Establish methods for students to record and reflect upon their experiences that foster multicultural competencies.
- 2.5.** Promote the value of engaging in diverse intercultural courses, activities, and experiences to prepare for employment and community-building in our diverse society.

2.6. Recruit and retain a diverse, multicultural workforce in the Division.

3.1. Division employees will develop the skills to expand and build upon existing dynamic collaborative relationships that will streamline and strengthen programs and services; thereby eliminating redundancies and increasing student engagement.

3.2. Establish a Division-wide shared definition and vision for collaboration and partnerships that articulate ways to increase and enhance communication across all levels.

3.3. Inventory and assess internal and external collaborative partnership efforts, exploring and eliminating the barriers to collaboration – both perceived and real.

3.4 Evaluate each program, process, and service available in the Division of Student Affairs according to its potential to maximize learning and enhance quality over quantity.

3.5 Further examine efficiency and effectiveness of centralization of division's administrative support services.

4.1 Division employees will learn to effectively utilize and engage in dialogue about technology.

4.2. Students will acquire the skills to critically analyze the information shared in social media environments

4.4 Identify the most effective and accessible methods to utilize technology for marketing efforts and information dissemination.

4.5. Invest appropriate resources into new and innovative technologies that enhance our programs and services, while increasing access for students in the most cost-effective ways possible.

5.1. Division employees will learn how to enhance student learning by providing facilities that offer a welcoming environment and by actively facilitating cross-cultural programming.

5.2. Division employees will develop an understanding of and sensitivity to the needs of our differently abled students.

5.3. Develop an inventory of our current facilities and their uses.

5.4. Develop a master plan of new facilities that we need across the Division, which identifies commonalities that might be shared and links to budget planning so that our facilities and budget plans are cohesive and integrated.

5.5. Develop a Division-wide renovation list that includes existing physical barriers and access issues and compare that list to the needs above to see if there are opportunities to reprogram or meld some of our needs into newly-renovated facilities.

5.6. Develop creative funding strategies to help reduce initial debt required to build new facilities.

5.7. Create welcoming and accessible environments throughout our facilities.

5.8. Continue to support the Virginia Tech Climate Action Commitment and Sustainability Plan.