

# STUDENT AFFAIRS **ANNUAL REPORT**

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2016-2017



**STUDENT AFFAIRS**  
VIRGINIA TECH.

## From the Vice President for Student Affairs

The Student Affairs Annual Report is our yearly opportunity to take stock, celebrate successes, assess impact, and prepare for the future. It 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. Student Affairs plays a profound part in creating students who are ready to claim their roles in the world and embrace *Ut Prosim* (That I May Serve) as a way of life. Virginia Tech students learn 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.

A handwritten signature in blue ink, reading "Patricia A. Perillo". The signature is written in a cursive, flowing style.

Patricia A. Perillo, Ph.D.  
Vice President for Student Affairs  
Assistant Professor of Higher Education

# Student Affairs Annual Report 2016-2017

*The mission 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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## Key Accomplishments of 2016-2017

### Preparing Students

- Cranwell International Center and New Student Programs partnered to implement two in-country pre-departure orientation programs in Shanghai and Beijing, China.
- The Health and Wellness areas saw significant increases in students served across all departments, including:
  - 236 percent increase in Exercise is Medicine program clients
  - 36 percent increase in Recreational Sports swim lessons
  - 8 percent growth in new counseling clients
  - 18 percent growth in group counseling sessions
  - 12 percent of the enrolled student body utilized Cook Counseling Center
  - Nearly 700,000 visitors to exercise facilities in McComas and War Memorial Gym, including nearly 26,000 unique visitors.
- Strong interest continues in our Living-Learning Communities (LLCs), including:
  - Galileo, an established LLC, opened at full capacity in fall 2017 with 349 students.
  - Studio 72: The Living Arts, a new LLC where curiosity, innovation, imagination, and creating art are a way of life, launched this fall with 54 students.
  - The Thrive LLC, in which students benefit from opportunities that support their unique vision for themselves, was successfully launched with 19 first-year students and 6 upper-division students. The community will more than double in 2017-2018 with 53 first-year students and 10 upper-division students.
  - Cranwell International Center collaborated with Housing and Residence Life to launch Mozaiko, a global Living-Learning Community designed for students from all majors who are interested in world affairs, foreign language, and preparing for a lifetime of intercultural leadership. Mozaiko launched in fall 2017 with 69 students, more than double the initial enrollment goal.
  - The second new Corps of Cadets residence hall was completed and occupied this fall.
- New Student Programs increased the number of Orientation Leaders who self-identified as members of underrepresented populations by 50 percent.
- Cadets completed more than 12,000 hours of community service.
- More than 23 percent of the enrolled student body (total 7,111 students) participated in Hokie Wellness Healthy Hokie Workshops, including Sleep, Nutrition 101, and Safe Sex, or attended Hokie Wellness HEAT (Health Education and Awareness Team) outreach events.
- Twelve students were inducted as 2017 Aspirations Fellows, joining the fifteen inaugural Fellows from 2016. Aspirations Fellows are committed to embodying the Aspirations for Student Learning and serve as prominent examples of VT-Shaped Students.
- 1,510 new hiring organizations took advantage of Career and Professional Development services to recruit Virginia Tech students, a 12.5 percent increase from last year.
- 98 percent of 5,856 first year students completed Alcohol.edu, a two-part program designed to inform students about responsible alcohol behaviors.
- Fraternity and Sorority Life saw an 80 percent increase in the number of participants in leadership education experiences.
- The Intercultural Engagement Center opened three new cultural and community centers (the Hispanic and Latino Cultural Center, the LGBTQ+ Center, and the American Indian and Indigenous Community Center), offered monthly engagement opportunities for the entire university community, and increased direct services for underrepresented student success.

- Student Engagement and Campus Life registered 841 active student organizations, an increase of 121 organizations from the 2015-2016 academic year.
- Twenty-five Strengths Consultants were trained by Gallup's official Strengths Coaching program and collectively facilitated 47 strengths workshops for a variety of groups, engaging 2,183 students and 546 faculty and staff in deeper conversations around strengths development and the Aspirations for Student Learning.
- In the past year, more than 7,500 Hokies have discovered their strengths. A total of 24,869 Hokies have taken the Gallup CliftonStrengths assessment through our online portal; an additional 3,000 having taken the assessment with an external strengths code.
- Hokie Wellness reached 21 percent of the enrolled student body (6,339 students) through alcohol and other drug campus outreach programs such as Party Positive table events, custom workshops for Fraternity and Sorority Life, and the 21<sup>st</sup> Birthday project.
- The Student Conduct Office participated in the National Assessment of Student Conduct Adjudication Processes (NASCAP). Recent national data from the NASCAP Project indicates that educators should construct environments that facilitate learning, noting that how a conduct system is administered has a dramatic influence on how much is learned by students who interact with that system. Student Conduct at Virginia Tech is intentionally structured to create a fair, just, and disciplined university community by educating students about appropriate behavior and by fostering a community where academic success can occur.
- The Dean of Students Office documented 2,879 contacts with students, helping them create a path forward when facing challenges, adversity, or disruptions in their academic pursuits.
- More than 75 percent of May 2017 graduates in the Corps of Cadets Citizen-Leader Track had their job or graduate school plans in place pre-commencement.
- The planning and evaluation tool for integrating the Aspirations for Student Learning across the student experience was updated. This update helps Student Affairs educators design and assess learning experiences for each of the five Aspirations.
- The Dean of Students Office implemented an online bias-incident reporting system.
- The average GPA for Fraternity and Sorority Life members continues to be higher than the GPA for all undergraduates.
- The Intercultural Engagement Center's Community Relations Academy hosted the largest VTAction (grassroots community organizer) training ever with 65 participants. The IEC developed, delivered, and assessed strategic partnerships of the VTInterCom (intergroup dialogue) program with two Living-Learning Communities and two first-year experience courses, reaching more than 300 undergraduate students.

### **Campus of the Future**

- A cohort of five VT Engage Faculty Fellows was selected to develop service-learning courses during 2017-2019. The fellows, representing five different colleges (CAL, CAUS, CLAHS, PCOB, COE), will work with VT Engage to create innovative, sustainable community partnerships that will challenge students to apply disciplinary knowledge in high impact experiential learning environments.
- Captioning of all existing Student Affairs public videos was completed for legal adherence and inclusion best practices.
- In partnership with the Student Affairs-IT team, Dining Services launched Tapingo, a mobile app allowing students and customers to pre-order and pay remotely through their electronic devices using their dining plan accounts.
- Cranwell International Center worked collaboratively with the Graduate School, Registrar's Office, Information Technology, International Audit, Office of International Affairs, and other stakeholders

to lead the university-wide implementation of Sunapsis. Sunapsis is an enterprise software system designed to enhance business operations and enable the university to batch interface with the U.S. Department of Homeland Security's Student and Exchange Visitor Information System (SEVIS) for compliance with federal regulations.

- The Dean of Students Office began a longitudinal study of the effectiveness of Care Team, a group of trained professionals from different departments across campus.
- A feasibility study for War Memorial and McComas Halls is underway as the first step in establishing a new center for health and wellness.
- The Corps Leadership and Military Science Building was approved by the Board of Visitors (BOV) and will be available for funding by the legislature in the upcoming budget cycle.
- Housing and Residence Life is slated to take O'Shaughnessy Hall offline this summer for a full renovation and transformation into a Residential College that will include classroom space, faculty offices, and a Faculty Principal apartment. The new facility will be ready for fall 2018 as the new home for the Residential Leadership Community.

### **The Global Land Grant University**

- VT Engage partnered with the School of Public and International Affairs (SPIA) to develop and pilot two new courses related to service and systems thinking. These courses will form the core of an interdisciplinary Pathways Minor in Community Systems and Engagement proposed by Engineering Education, Human Development, Sociology, SPIA, and VT Engage.
- Cranwell International Center received a grant from the German-American Fulbright Commission to develop, deliver, and host a three-week Summer Institute program for 24 undergraduate students from Germany's Universities of Applied Science. This includes a core academic program and a variety of co-curricular activities in collaboration with numerous campus partners, including Virginia Tech's new Center for Communicating Sciences, the Language and Culture Institute, ICAT, ICTAS, DREAMS Lab, VTCRC, VTTI, Biocomplexity Institute, and the Undergraduate Research Forum.

### **New Funding Models**

- Student Affairs cash fundraising total as of May 31, 2017 was \$2,308,066 (a 24.5 percent increase from the prior year).
- VT Engage received a \$1 million gift in support of domestic and international service immersion courses. This is the largest single cash gift ever received by Student Affairs.
- Dining Services, with the assistance of Student Affairs Communications and Student Affairs-IT, added two food trucks to their portfolio that, combined, have served more than 71,000 meals and generated \$450,000 in additional revenue this fiscal year.
- Student Engagement and Campus Life opened a U.S. Passport Acceptance Facility in Squires. The facility has served 527 clients and raised \$17,500 in new revenue for the department.

### **Administrative and Organizational Accomplishments**

- An Assistant Director for Family Engagement and Leadership Gifts was hired.
- A new Chief Advancement Officer was hired to lead growth of the Corps of Cadets' endowment.
- The Dean of Students Office increased efficiency of student absence verification by streamlining the process, cutting staff time in half with no detriment to students.
- Dining Services continues to be recognized nationally and was ranked #4 in the Princeton Review for Best Campus Food in 2017 (in top four for 11 consecutive years) and #2 in 2017 by Niche for Best Food and Value for a College or University.

- Hokie Wellness mentored eight interns: two Masters of Public Health (MPH) interns, two Human Development interns, two HNFE interns, one Nutrition intern, and one Marketing/Communications intern. An MPH student training group was also mentored by Hokie Wellness during the spring semester.
- Division-wide use of SharePoint as an internal communication and collaboration tool was implemented.
- Student Affairs Human Resources facilitated hiring of 2,545 employees between July 1, 2016 and June 16, 2017. FY 2017 hires are categorized as follows:
  - Staff 186 (39.8 percent increase from FY 2016)
  - AP Faculty 43 (32.8 percent increase from FY 2016)
  - Non-student Wage 216 (51.5 percent increase from FY 2016)
  - Student Wage 2,100 (17.6 percent increase from FY 2016)
- Additionally, Student Affairs Human Resources: reviewed and dispositioned nearly 5,500 job candidate applications and resumes through People Admin HR system; completed 1,725 criminal background checks; division personnel designated as Candidate Liaisons met with more than 100 AP faculty job candidates during the on-campus search and selection process; and posted and assisted in developing 196 salaried and wage-based job openings on [www.jobs.vt.edu](http://www.jobs.vt.edu) that resulted in 445 new hires in FY 2017.

## Student Affairs' Strategic Plan

In 2017, Student Affairs concluded work on our 2012-2017 Strategic Plan. In that plan, we focused on learning environments, globalization and inclusivity, collaboration and organizational efficiency, upgrading technology, and enhancing our facilities. With these goals in mind, the next five years will focus more specifically on the co-curricular and experiential learning that contributes to the development of the VT-Shaped Student. We will continue our efforts to prepare students to meet the academic rigor of their program of study, as well as to develop the ability to solve problems in an increasingly diverse and complex global community through competence, skill, and personal development.

Student Affairs will pursue and advance the following key strategic objectives for the next five years:

- Aspirations for Student Learning
- Well-Being
- Diversity and Inclusion
- Leadership and Service
- Living-Learning Communities
- Facilities and Administrative Efficiencies

### Aspirations for Student Learning

Each department in Student Affairs has embraced and incorporated the Aspirations for Student Learning into its planning, programs, experiences, and assessment. With expertise in learning sciences, pedagogy, student development theory, and community building, Student Affairs constructs robust learning environments that engage students in personal reflection, mentorship, and peer-to-peer learning across diverse demographic variables. Our work helps students navigate their learning by creating a uniquely personalized Virginia Tech Experience in which they are able to *Explore* (describe, define, identify, list, and recognize), *Practice* (experiment, apply, demonstrate, compare, and examine), and *Live* (integrate, model, synthesize, facilitate, and evaluate) each Aspiration.

Student Affairs plans to capitalize on our co-curricular experience design to advance student learning by embedding it into the experience of all first-year undergraduate students through our residence life program. It will then transcend the first year and lead to more advanced learning through the programs and initiatives in our other departments and in partnership with entities throughout the university.

### Well-Being

For students to participate in higher-order learning, they must feel safe, find friendship and belonging, have adequate support services, and find comfortable living and learning environments. To persist in higher order learning environments, students must thrive. This means they must have a sense of purpose, health, supportive relationships, financial security, community satisfaction, and physical stamina. In our learning environments and through our services, students have access to one of the most integrated and collaborative university health and wellness operations in the country.

Through our work with Gallup over the past few years, the relationship between high well-being, engagement, and success has been solidified and validated. We have utilized Gallup knowledge along with the expertise of our personnel to enhance and expand our health and well-being prevention, intervention, risk reduction, and co-curricular learning opportunities in order to equip students with the

skills necessary for them to become their own advocates and agents of change. This empowers students to develop their cognitive, inclusivity, and well-being skills so they can lead a thriving and purpose-filled life during their academic careers and into the future.

### **Diversity and Inclusion**

As with well-being, environments that are inclusive and create a sense of belonging also contribute to a student's ability to persist, thrive, and achieve. The Virginia Tech Experience has basic tenants that are accessible to all. Our work here is two-fold. First, in order to support the number of projected underrepresented students, a sensible and functional infrastructure is necessary. Since the current structure falls short with our current enrollment, significant investments will be required to enhance and augment resources. Second, all students must develop on their own continuum of cultural competence to achieve a level of maturation that fosters inclusion in their own lives as future civilian or military leaders. Our efforts will focus on improving learning spaces, educational programming, dialogue, and training, as well as diversifying our own faculty and staff.

### **Leadership and Service**

Part of Virginia Tech's land-grant mission is that our graduates lead and serve. At Virginia Tech, there are limitless opportunities for students to engage in both leadership and service. The hallmark of this work happens in many situations -- during on-campus peer-to-peer leadership experiences, including student organizations, the Virginia Tech Corps of Cadets (VTCC), off-campus service learning and community engagement, and student employment. Research shows and our assertion is that these experiences make competence and skill development accessible and real for students. These experiences allow students to create résumés that detail knowledge, ability, and experience, as well as confidence and assurance when they are looking for a career post-graduation. As enrollment grows, our ability to meet population demands and trends is significantly strained. Successful signature programs such as VTInterCom, GobblerFest, The Big Event, VTCC Leaders in Action Series, iWork in Student Affairs, Fraternity and Sorority Life's Fraternal Leadership institute, and many more, must expand their reach to include more students.

An advantage Student Affairs has is our Leadership Education Collaborative (LEC). Founded in the spirit of *Ut Prosim* (That I May Serve), this department is responsible for identifying and exploring curricular and co-curricular leadership education experiences. In order to equip students at Virginia Tech with the competencies necessary for global leadership, the main areas of focus for the LEC are to oversee the Leadership Tech Experience, expand and enhance co-curricular and curricular leadership experiences across disciplines, and to assist with the identification and navigation of all university co-curricular leadership opportunities.

VT Engage develops service programs and community learning opportunities that prioritize community need and integrate students and faculty members into the planning process. These short- and long-term service opportunities for Virginia Tech students, staff, faculty, and alumni include Campus Kitchen, Get on the Bus, international service immersion opportunities, recurring trips, alternative breaks, and the SERVE Living-Learning Community. By combining service with reflection, program participants are inspired to think more critically about themselves, the communities they work with, and the social issues they encounter. Ultimately, these students will become active, informed citizens during their time in college and long after.

Peer education and student employment opportunities are also exceptional, high quality, and accessible experiential learning endeavors. Hokie Wellness offers a variety of experiential learning opportunities for students including three student peer education groups: Health Education and Awareness Team (HEAT), Initiating and Motivating a Positive Alcohol Culture Together (IMPACT), and the Greek Body Project. Student peer educators participate in multiple trainings, weekly meetings, a peer networking event, and have taught a total of 14,277 students about health and wellness topics during the 2016-2017 academic year. Additionally, the number of students employed by Student Affairs and the applicable leadership, service, and life skills gained cannot be overlooked. From student employees in our dining centers, to Recreational Sports intramural leaders, to Resident Advisors in Housing and Residence Life, to note-takers with Services for Students with Disabilities, the experiential learning and 21<sup>st</sup> century skills gained from these employment opportunities are plentiful, robust, and transformative for our students.

### **Living-Learning Communities**

Living-Learning Communities (LLCs) are designed to create an inviting and welcoming environment where first-year and returning students can live and gather in an innovative learning atmosphere. For students, these spaces support a culture of community and connection while creating places to teach, learn, and grow. LLCs provide the infrastructure that supports engagement between faculty, staff, and students. They epitomize flexibility, adaptability, innovation, and collaboration. As interest grows and space allows, we continue to plan for and respond to academic and industry demands with a selection of new communities, helping to achieve the established university goal of increasing student participation in living-learning programs by 30 percent (from 37 to 67 percent) over the next 10 years.

### **Facilities and Administrative Efficiencies**

Maintaining and modernizing existing facilities while also building new ones continues to be a high priority for Student Affairs. It is essential that our buildings keep pace with enrollment and the on-going maintenance cycle. High quality facilities, including residential spaces, dining halls, community-gathering venues, and recreation spaces, as well as our service delivery offices, help Virginia Tech recruit and retain high quality students and support all of the Student Affairs initiatives noted in this report. Support offices, smaller ongoing renovations, and general upkeep need just as much attention as new projects to maintain overall excellence.

Well-designed spaces create opportunities for interdisciplinary and program-specific learning and collaboration. We will be focusing on the following projects in the coming years: Dietrick Dining Hall and Spirit Plaza, O'Shaughnessy Hall, Corps Leadership and Military Science Building, Global-Business and Analytics Complex (G-BAC), Creativity and Innovation District (CID) Residence Hall, War Memorial Hall, Southgate Food Preparation Facility, and Owens Hall. In addition, we must partner with planning and integration committees from the Health Sciences and Technology (HS&T) campus in Roanoke and the NCR campus in northern Virginia to build facilities suitable to meet long-term student needs.

In addition to facilities, our administrative units will continue to seek and implement operational efficiencies in the areas of information technology, finance, communications, assessment, and human resources. Our collective efforts will create continuous improvements within Student Affairs and with our campus partners, including, but not limited to, University IT, the Budget Office, University Relations, Academic Decision Support, and Central Human Resources.

# Alignment of Student Affairs and University Strategic Objectives

Student Affairs is poised and capable to convene and connect disparate parts of the university in order to foster student creativity, innovation, and ingenuity. Ultimately, student success will rely on our ability to generate new ways of thinking that forego traditional approaches, embrace complexity, and -- most importantly -- foster our partnerships with colleges in the creation of student-centered, learning-focused experiences that support student transformation. If trans-disciplinary interaction is important for the future of higher education, Student Affairs is well-positioned to curate the collision of ideas and people. Destination Areas are avenues for building trans-disciplinary problem-solving environments into the fabric of undergraduate education and Student Affairs has the particular expertise essential to the success of these environments. Fundamentally, Destination Areas require thinking and collaboration of entities that have historically existed in silos of expertise.

Student Affairs can play a central convening role by developing experiential learning opportunities affiliated with Destination Areas and by cultivating and establishing external partnerships with organizations, companies, and governmental agencies at regional, state, and national levels. Our focus is not just in Blacksburg. To integrate learning wherever it may occur, we must also go beyond Blacksburg to our growing campuses in Roanoke and the National Capitol Region to create customized and equitable experiences for all our students. The model we are developing begins with the expansion of health and wellness services, but quickly involves full-time division employees on campus to coordinate the delivery of services, as well as the implementation and execution of an intentionally designed experience based on the Aspirations for Student Learning, Well-Being, Inclusion, and Leadership and Service.

Student Affairs has been tapped to lead in the Student Life as a Learning Lab and VT-Shaped Student Key Performance Measures, per the matrix management table. Our work, by design, creates a learning lab by merging curricular and co-curricular aspects of the student experience. We are assertively preparing students to have hands-on experiences that apply their campus learning to their academic learning, current and future employment, and service to and within their communities.

As the conversation advances to define the VT-Shaped Student, Student Affairs is able to offer current science about student learning and high impact pedagogical practices. Additionally, we have access to data relevant to student movement patterns and understanding student choices and experiences that are strongly correlated with student success, satisfaction, retention, graduation, and desired learning outcomes. Monitoring post-graduation activity further explicates results of the patterns, choices, and experiences students have as undergraduates.

Our work has always been inextricably entwined with colleges and other administrative areas. Student Affairs specifically aligns strongly with VT-Shaped Learning and InclusiveVT. The development and delivery of Living-Learning Communities creates a natural environment for collaboration and partnership with the colleges. With the goal to increase the number of communities and diversify the areas of focus, we hope to forge long-lasting agreements with all colleges.

Other select signature alliances that create learning labs and shape learning include:

- Virginia Tech Corps of Cadets Rice Center for Leader Development and Pamplin College of Business in the delivery of the Leadership minor.
- Student Affairs and the School of Education for the placement of graduate assistants from the Higher Education program.
- VT Engage and School of Public and International Affairs to develop and pilot two new courses related to service and systems thinking.
- Health and Wellness and the Department of Human Nutrition, Foods, and Exercise for graduate assistant placement and research opportunities. In the coming years, Student Affairs will further explore the possibility of external partnerships with the health care industry.
- Housing and Residence Life and the College of Agriculture and Life Sciences on the Living-Learning Community based on leadership in social change.

Student Affairs will continue to align with the Office of Inclusion and Diversity in our efforts to create an educated, inclusive, and diverse environment for our students and employees. In response to the charge to create a Diversity Strategic Plan for Student Affairs, our team has already been regularly convening and actively participating in the self-study phase of the commitment. Preliminarily, the committee has determined that our goals over the next five years will be scaffolded, so that we can build individual and group capacities, design and structure learning and working environments, develop actions plans that encourage a system-wide climate of inclusiveness and agency, and establish innovative programs to support historically marginalized populations.

### **Key Metrics to Measure Success**

Ongoing conversations with the Vice Provost for Academic Resource Management have yielded progress toward identifying key metrics for Student Affairs. At present, Student Affairs is poised to lead the following existing VT-Shaped Student metrics: Service Learning, Co-Curricular Learning Activities, and Living-Learning Communities. Each will be measured by number and type of participants and programs. Though tracking data is already available, those who lead each of those areas will be responsible for working with Student Affairs Assessment and the Provost's office to further define each and to set specific targets. Internal assessment will provide quality assurance that learning goals are being met. Future metric development will focus on the Aspirations for Student Learning, Well-being, and Leadership.

### **An Evolving Structure to Address Goals**

Student Affairs has recently completed a reorganization to maximize our structure and strategic initiatives alignment. These changes specifically address our commitment to the Aspirations for Student Learning, Inclusion, and Living-Learning Communities. Oversight of our Cultural and Community Centers has been moved from the Dean of Students Office to Angela Simmons, AVP for Student Engagement. Because Simmons' departments oversee Squires Student Center (where the centers are located), student programming, student leadership, and leadership education, this allows for a shift from an advocacy perspective to an intentional integration of student engagement experiences. Simmons, Menah Pratt-Clark, and Patty Perillo continue to collaborate to clarify the role of the centers and measure the impact on our students.

Cranwell International Center has moved from the Dean of Students Office to Frank Shushok, Sr. Assoc. VP for Student Affairs. This organizational move gives us the opportunity to better support the launch of

Mozaiko, the new global Living-Learning Community, and to ensure international students share a collegiate experience with their domestic counterparts. These changes allow the Dean of Students Office to return its focus to advocacy and emergency response matters that are critical to our students' well-being.

Relative to the Well-Being initiative, AVP Chris Wise is preparing an integrated, holistic, wellness model in which Cook Counseling, Schiffert Health Center, Hokie Wellness, Recreational Sports, and Services for Students with Disabilities focus on developing a system of care that partners with students to promote the physical, psychological, social, relational, and physically active aspects of their health. The intent of this model shifts the focus from intervention to prevention.

One particular initiative designed to further advance the Aspirations for Student Learning is the alignment of strengths-based learning, the Aspirations Fellows, and the Virginia Tech Experience under the direction of a repurposed area—Learning Partnerships and Strengths-Based Initiatives. This office will work side by side with Student Affairs departments, units, and programs to champion the fusion of the Aspirations into the culture of all co-curricular experiences. Additionally, the office will partner with Housing and Residence Life and collaborate with colleges to develop, launch, and assess Living-Learning Communities.

### **Financial Planning**

The 2016-17 revenue budget for Student Affairs totaled \$161.7 million of which approximately \$2.9 million are Education and General Funds and \$2.3 million are Unique Military funds. The remaining \$156.5 million in Auxiliary Enterprises accounts for 49 percent of the university's total Auxiliary Enterprise funds. The evolution of our financial planning depends on the model developed for administrative academic units. Student Affairs plans to be an active contributor in developing the criteria and measures for success, allocation methods, and formula for funding levels.

Consistent with recent requests, FY 19 E&G resource requests will align with enrollment and diversity goals of the university. As both rise, it will be critical for the infrastructure of Services for Students with Disabilities (SSD), Cranwell International Center, Dean of Students, and Cultural and Community Centers to keep pace. In SSD, the number of students who receive direct services and the types of services and accommodations requested continue to increase, as does the demand to maintain federal, state, and local compliance. In addition to human resources, operational and training resources will be needed to prepare faculty and staff to deliver inclusive academic instruction and services. Likewise, with Cranwell International Center, immigration compliance is fast-paced and constantly evolving. As a result, the services per student are becoming more complex, specialized, and demanding. If E&G allocations cannot alleviate the pressure, an alternative funding model for Cranwell should be seriously considered. Enrollment growth will also impact the Dean of Students because the need for advocacy services and cross campus coordination will surge. Cultural and Community Centers will be advancing requests for resources relative to improving the depth and breadth of services for our underrepresented students. Adding scholar-practitioner faculty will be important in co-creating a model of inclusion that contributes to student retention, progression, and graduation rates, and of Student Affairs capacity to meet the goals of our diversity strategic plan. This particular area is split-funded and multi-sourced annually. To fully understand operational costs and to organize funding streams, this model should be evaluated and potentially reorganized.

## Leadership Assessment from Patricia A. Perillo, Ph.D.

As a scholar-practitioner in higher education for nearly 30 years, I have been actively engaged in all aspects of college life. It is not only a commitment but also my life's work to ensure transformative learning experiences. However, we can only bring people as far as we are willing to go ourselves. As such, my leadership approach to advancing the key strategic objectives of Student Affairs and the university is learner-centered and based in self-authorship theory, with an emphasis on cultural, contextual, and collaborative approaches.

Student Affairs is a dynamic entity that operates from a growth mindset and focuses on continuous learning and improvement. We model the way for our students, while learning alongside them. We are mission-centric, with the Aspirations for Student Learning and a commitment to thriving across all elements of well-being ingrained in our culture. We are also committed to an environment that is inclusive, humane, and just for all. As such, we focus on relationship building and are committed to cultural competence.

With the Aspirations for Student Learning as our guide, and working from a strengths-based approach, teaching and learning involves all of us. It includes the continuing transformation of the campus culture and our own behavior, so that each of us in our daily habits does the right thing—for this university, this community, and the world in which we live.

A primary focus and foundation for our work in support of our strategic objectives is to foster community. Community allows one to feel a sense of belonging and connectedness, and these are essential precepts to deep and engaged learning. We want students to optimize and maximize their potential. To do this, they need more than transactional learning. Student Affairs pursues transformational learning in every aspect of our work. To do so successfully requires that we involve many campus stakeholders and collaborate with a variety of academic programs, university departments, student access and success resources, and community partners. Doing so ensures the student experience is one that is as personally enlightening as it is academically rewarding.

### **Communicating Student Affairs Strategies**

The collaborative community of dedicated employees within Student Affairs represents nearly 3,600 people with unique backgrounds, perspectives, experiences, and talents. Despite our size, internal communications within Student Affairs and employee awareness of both university and division strategic objectives is vital and strong. University priorities and Student Affairs strategic objectives are communicated in open, continuous, inclusive, and transparent ways, and in partnership with senior leadership and department directors.

I am deeply invested in communicating and leading with and for my Student Affairs colleagues. This happens through daily shared announcements on our SharePoint intranet; weekly VPSA open office hours; weekly senior leadership team meetings; bi-monthly one-on-one meetings with direct reports; extended monthly meetings with direct reports and their direct reports; annual meetings with every department in Student Affairs; fall and spring semester division-wide town-hall meetings; participation in student forums and events; and, monthly leadership circles for different employee constituencies (graduate students, administrative/fiscal, manager/coordinator, assistant director, associate directors, and directors). The opportunities to be and stay informed and connected in Student Affairs are plentiful.

Being visible, available, transparent, and connected to my colleagues in Student Affairs helps to promote a culture of trust, hope and possibility.

We also clearly articulate our key divisional initiatives in the navigation bar on our division homepage and reiterate such in divisional and departmental publications.

### **Engaging Student Affairs Leaders in Strategic Planning and Assessment**

Student Affairs is committed to learning and continuous improvement, and our Assessment and Professional Development (APD) team works with senior leadership and all division departments to engage in creating and maintaining a culture of evaluation, data-informed decision-making, and personal and professional growth. The capacity of Student Affairs departments to develop goals and outcomes aligned with our division-wide learning goals, the Aspirations for Student Learning, is impressive. We are often heralded as a best-practice institution among (and envied by) our national student affairs peers.

We conduct strategic planning and program review processes using the Council for the Advancement of Standards in Higher Education (CAS) with every department on a five-year cycle to assess the quality and effectiveness of educational efforts, identify skills gaps and organizational needs, and to ensure the continuous development of knowledge and enhancement of employee skills.

### **Promoting Collaboration and Innovation**

We promote collaboration and innovation through infrastructure, time, and relationship building. The implementation of SharePoint as a divisional intranet provides an open forum and collaborative space to store, organize, share, and access information from nearly any device, anywhere. Monthly meetings (individual and collective) and semester retreats with my leadership team offer opportunities for strategic planning. It is a divisional expectation that all members will seek out collaborations and that we encourage innovation.

Realignments have also allowed for the creation of a Student Affairs Central Administration collaboration team where matters related to resources (human, space, and financial), compliance requirements, IT impacts and security concerns, and divisional communication endeavors can be jointly approached to address the needs of Student Affairs more holistically.

### **Aligning Financial Planning with Strategic Objectives**

Student Affairs has E&G, Auxiliary, and Foundation funds, with the vast majority of our \$150 million budget being Auxiliary. This presents unique challenges as enrollment numbers have been unsteady in recent years, and the impact on facilities and services is not proportioned to the additional student funding received or lost. Nevertheless, we find ways to maximize every dollar, often producing incredible results with minimal funding. Student Affairs also represents disparate areas, making an "apples-to-apples" funding priority model nearly impossible. Leadership has moved toward categorizing our funding needs, ensuring adherence to our strategic objectives, and increasing our private giving revenue in support of our programs. The reality of our current funding model is that it is not sustainable to ensure quality facilities, necessary student services, and compliance with state and federal mandates -- much less best-in-class endeavors and the future of a high-quality student experience.

We are constantly searching for new opportunities for funding. The burden of funding an education must not fall solely on the backs of our students and their families. Two new Dining Services food trucks,

as well as the Passport Acceptance Center, are examples of innovative additional revenue streams. Additionally, this year a proposal was made to add an immigration student fee to strengthen the financial model for international student services. The funding model for Oak Lane Phase IV was reconsidered and incorporated into the Memorandum of Understanding for the proposed Phi Gamma Delta fraternity house.

The Hokie Family Annual Fund is another opportunity for increased funding. Known previously as the Parent Fund, this was a source of financial support for Student Affairs. The transition of that fund this year to Student Affairs' management and fundraising focus, as well as an intentionally crafted marketing plan to promote it, provides opportunities for increased private dollars to immediately affect the student experience.

The Corps of Cadets has a specific line item in the Commonwealth's budget under Unique Military Activities (UMA), which is modeled on funding for one of our peer senior military colleges, Virginia Military Institute. Unfortunately, this patterning and historic growth has left the Corps of Cadets at a funding deficit relative to our peer military programs, based on a per-student funding model. Further, the Corps faces the challenge of a decreasing alumni population. We must refocus attention on the UMA and commit appropriate levels of funding if the university desires to maintain the Corps tradition and its commitment to graduating global, ethical leaders.

### **Success in Communication, Engagement, and Promotion of Collaboration and Innovation**

Our cited key accomplishments are wonderful examples of our success in communication, engagement, and promotion of collaboration and innovation efforts. From orientation programs in China, to service learning courses representing partnerships with five colleges, to innovative new revenue streams, we are a division committed to valuable partnerships, strategic ideation, and sustainable implementation and execution.

Additional observations of success include our Living-Learning Communities, our Cultural and Community Centers, and our ongoing commitment to a variety of high-impact practices. Bridging formal learning with everyday activities offers significant moments that can be transformative in a student's life, introducing individuals to mentors who matter, and creating meaningful interactions that can make all the difference in a student's experience.

Living-Learning Communities are inherently innovative collaborations and designated as a high-impact education practice by the Association of American College and Universities (AACU). Sixteen LLCs at Virginia Tech in the Student Affairs' Housing and Residence Life portfolio offer an immediate, unique, and transformative opportunity to students. Helping to connect what they study, where they live, who they live with, and how they think about the world, LLCs provide students with the opportunity to thrive both in and out of the classroom. First-year LLC students have higher GPAs than their non-LLC peers, fewer conduct referrals, higher rates of mentorship by faculty, increased use of tutoring services, and greater volunteer service hours in our local community and beyond.

Our Cultural and Community Centers are another noteworthy example, with three new centers opened in the past year. President Sands stated in an August 19, 2016 article featuring the new centers, "I have seen increased collaboration, more frequent communication, and Hokies taking personal responsibility for their role in InclusiveVT, our commitment to *Ut Prosim* (That I May Serve) in the spirit of community,

diversity, and excellence.” In addition to the Cultural and Community Centers, I would be remiss if I did not note our partnership with the university caucuses and our VTInterCom (intergroup dialogue) efforts.

Our collaborative efforts continue as we have prepared for Career and Professional Development (CPD) to transition from Student Affairs and become part of the new, innovative Business Engagement Center. We will remain connected with CPD, allowing Student Affairs to maintain synergies beneficial for our students.

As the Beyond Boundaries vision takes shape, Student Affairs intends to take responsibility for fostering innovation and collaboration across the curricular and co-curricular and to curate learning opportunities that are transformative while maintaining organizational and resource efficiencies.