

STUDENT AFFAIRS **ANNUAL REPORT**

2017-2018



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. 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 a Virginia Tech education.

When we talk about the student experience at Virginia Tech, we focus on holistic learning, bridging formal learning with everyday activities, significant moments that are transformative, mentors that matter, and meaningful interactions that can make a difference. It takes hard work, commitment, and fresh ideas to meet the challenge of creating programs and services that enrich a student's academic pursuits.

Student Affairs plays a profound role in shaping students who are ready to embrace *Ut Prosim* (That I May Serve) as a way of life. Students learn in an atmosphere that values discovery, innovation, empathy, and community. We take into account the reality of globalization and consider how best to prepare students for the interconnected world in which they will live and work. 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.

I am pleased to offer this report as a starting point for a conversation about Student Affairs' impact on student development and our contributions to the university community and beyond.



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Key Accomplishments during Academic Year 2017-2018

Managing Enrollment Growth

- To accommodate the largest incoming class to date, as the percentage of new (vs. returning) students on campus increased, residence hall occupancy was expanded through overflow housing and graduate student housing was converted for first-year students.
- Dining Services reported an all-time record for the number of transactions – totaling \$7.9 million over the year. This translates into 540 more transactions per day, an increase of 1.68 percent over last year. Extended hours and services were added to respond to volume and overcrowding.
- The Dean of Students Office managed an 18 percent increase in the number of student contacts and a 15 percent increase in Care Team cases.
- Student Conduct managed 1,512 conduct referrals that involved 2,546 students. This is a 39 percent increase in the number of referrals and a 29 percent increase in students involved.
- Services for Students with Disabilities (SSD) received more faculty referrals and requests for services than in documented history. There was a notable rise in specialized housing requests, testing accommodations, and support for students with physical limitations.
- Cook Counseling Center saw 500 more students, resulting in more than 2,000 appointments. This represents an increase of 13 percent more students and 10 percent more appointments. Additional space in Kent Square was required to accommodate need.
- Student Engagement and Campus Life, Recreational Sports, Hokie Wellness, and Fraternity and Sorority Life reported an exponential rise in program participation and facility usage.
- Schiffert Health Center adjusted hours and methods of service delivery to meet the demands of the Allergy and Immunization Clinic, as well as cardiology services.

Student Learning and Preparation

- Refined core aspects of ExperienceVT, including: the CliftonStrengths assessment; the Aspire! Awards recognition breakfasts; and the Aspirations Fellows recognition process, which was incorporated into the annual Student Recognition Banquet.
- Launched Studio 72 and Mozaiko Living-Learning Communities (LLCs) and both are at capacity.
- Reimagined the Hokie Camp experience to be an on-campus Welcome Week program that focuses on university traditions, academic success, our Aspirations for Student Learning, and well-being.
- Enhanced the First-Year Orientation program to meet the needs of current students: programs focused on academic transition, diversity and inclusion, well-being, and student engagement.
- Increased the use of technology, including moving to a completely online schedule for Orientation and purchasing a new online registration system that will streamline registration and facilitate the addition of an online Orientation program.
- Fully implemented the China Pre-Departure Orientation program and the revised SSD Student Orientation program.
- Corps of Cadets achieved a 3.22 average GPA, the highest on record, and was recognized for the second year as the nation's top ROTC for SEAL selection.
- Increased weekend service immersion opportunities from four to eight trips, with 57 student participants. Expanded alternative spring break trips from three to five, with 80 student participants through VT Engage and Leadership Education Collaborative.

Building Capacities, Efficiencies, and Technology

- Vendor-based technology initiatives in Dining Services, such as Tapingo (mobile ordering and payment application) and Freedom Pay (credit card processing system), contributed to increased sales volume as well as organizational efficiencies.
- Technology improvements were implemented across Student Affairs through four additional vendor-based programs and 13 applications developed by Student Affairs Information Technology, contributing to efficiencies, sustainability, and security.
- Facility planning and enhancements culminated in the opening of New Cadet Hall, renovation of O'Shaughnessy Hall, continued design work for Creativity and Innovation District Residence Halls, and completion of a feasibility study for War Memorial Hall.
- The Assisting Students Resource Folder was created and distributed to academic departments, faculty, and other service delivery offices across campus.
- Increased fundraising efforts led to the expansion of the SSD testing center.
- Extended campus development led to the expansion of student services in Roanoke and the development of a framework for growth in the Nation Capital Region.
- Family and Alumni Relations welcomed more than 6,000 family members to campus for Fall Family Weekend, Spring Family Weekend, and other Parent Advisory Board activities.
- Central administrative units led Administrative Camp for faculty and staff to increase knowledge, proficiency, and consistency in business practices.

Inclusion and Cultural Competence

- The Student Affairs Diversity and Inclusion Strategic Plan was completed and shared with InclusiveVT catalysts to begin operationalization planning.
- Squires Student Center, Schiffert Health Center, and the Dean of Students Office modified their facilities and operations in order to become more inclusive of the LGBTQ+ student population.
- The Student Diversity Summit was held to engage students in discussion about issues of inclusion and diversity.
- Cultural and Community Centers provided more than 75 hours of cultural and social justice training for the campus community.
- Approval and funding were granted for the hiring of program directors within the Intercultural Engagement Center, the American Indian and Indigenous Cultural Center, and the Asian Cultural Engagement Center, respectively.
- Student Affairs senior leadership led campus discussions and Cultural and Community Centers provided ongoing advocacy, advising, and support for University Chartered Student Organizations and the campus community during several high-profile racist, homophobic, and anti-Semitic events.
- The Student Affairs Communications team refreshed digital, web, and printed visuals and language to be more inclusive of and accessible to students, faculty, and staff.

Update on Student Affairs' Strategic Plans

In 2017, Student Affairs concluded work on our 2012-2017 Strategic Plan. In that plan, we focused on learning environments, globalization and inclusivity, collaboration, organizational efficiency, upgrading technology, and enhancing our facilities. With these goals in mind, and for the remainder of the next five years, we will focus more specifically on the co-curricular and experiential learning that contributes to the development of the VT-shaped student. By focusing on competence, skill, and personal development, Student Affairs will continue 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.

Student Affairs will continue to pursue and advance the following key strategic objectives:

- 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. This 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 of the Aspirations for Student Learning.

ExperienceVT is the co-curricular learning framework, based in our Aspirations for Student Learning, that allows students to reflect on their strengths, map their journey, and create their future path. The ExperienceVT curriculum is now embedded into our residence life communities, making it available to all first-year and upper class undergraduate students living on campus. Using our Field Guides and sequenced learning structure, students deepen their understanding, application, and commitment to the Aspirations for Student Learning. Over the next few years, ExperienceVT will transcend the first year and lead to more advanced learning through varied learning experiences across Student Affairs departments and in partnership with entities throughout the university.

Well-Being

For students to participate in higher-order learning, they must feel safe, discover friendship and belonging, have adequate support services, and find comfortable living and learning environments. To persist in higher-order learning environments, students must thrive. Through our work with Gallup over the past few years, the relationship between well-being, engagement, and success has been solidified and validated. We have utilized significant data sources, including Gallup survey results, research and data from the American College Health Association and National College Health Assessment, the Healthy Minds Study, and the Center for Collegiate Mental Health. We have also assessed the expertise of our

personnel to enhance and expand our health and well-being prevention, intervention, risk reduction, and co-curricular learning opportunities to equip students with the skills necessary for them to become their own advocates and agents of change.

Prevention and integration are manifested in several key ways. Graduate students whose program of study is based at the Roanoke Health, Science, and Technology campus now have access to on-site counseling, recreational facilities, and wellness programming. As of July 1, those graduate students and our medical students have access to health services at a local Carilion Clinic. Integration of well-being is also taking place on the Blacksburg campus with the fall 2018 installation of Prairie Fitness Park in our residential area and the 2019 launch of a well-being living-learning community.

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.

First, to support the number of projected underrepresented students, a sensible and functional infrastructure is necessary. Our new Senior Director of the Cultural and Community Centers is currently assessing the infrastructure and essential funding necessary to respond to both our current enrollment and institutional targets. We will work closely with the Office of Inclusion and Diversity and the Student Opportunity and Achievement Resources Program to create a comprehensive vision and strategic plan for addressing student needs as enrollment grows, as well as respond to systemic structures that impede institutional growth.

Second, all students, faculty, and staff 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. During 2017-18, while developing our Diversity Strategic Plan, we identified more specifically how we might improve our learning spaces, educational programming, dialogue and language, and training efforts, as well as how to diversify the faculty and staff. This year we will become more tactical, as we develop outcomes that will measure our progress. In addition, our work with the Interfaith Youth Corps yielded recommendations for ways we could bring together the university community with differing worldviews. These recommendations are under review.

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 and the Virginia Tech Corps of Cadets, off-campus service learning and community engagement, and student employment. Research shows – and we assert that – these experiences make competence and skill development accessible and real for students. As enrollment grows, our ability to meet population demands and trends is significantly strained. Successful signature programs such as GobblerFest, The Big Event, VTCC Leaders in Action Series, Fraternity and Sorority Life's Fraternal Leadership institute, and many others, must expand to include more students.

Our Aspirations for Student Learning call upon us to provide guidance and support to our students as they prepare for lives of courageous leadership and embrace *Ut Prosim* as a way of life. The Leadership Education Collaborative and VT Engage have explored ways to challenge students to make leadership

and life choices that benefit the community. In addition, both provide theoretical underpinnings, programs, and opportunities that encourage students to be leaders who engage with community in the spirit of *Ut Prosim*. As such, the decision was made to consolidate the two teams into a new entity focused on transforming lives through leadership education and community engagement. As the consolidation process continues, we believe this effort will be a more effective way not only to expand students' knowledge and skills, but also to better equip them to serve as change agents who make the world more humane and just through their commitment to community.

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 Body Project. Student peer educators participate in multiple trainings, weekly meetings, and peer networking events. They taught more than 14,000 students about health and wellness topics during 2017-18. The Peer Assistance for Learning program (PALs) provides programmatic support for Cook Counseling Center by developing and offering outreach presentations on mental health awareness and study skills. Additionally, the number of students employed by Student Affairs (more than 2,200) 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, and more, the experiential learning and 21st century skills gained from these employment opportunities are plentiful, robust, and transformative for our students. Their work in Student Affairs helps them define *Ut Prosim* on a personal level and leads them to know what it means to live a life of service.

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 a robust 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. We know that students who participate in these experiences have higher GPAs, fewer conduct referrals, and higher rates of mentorship.

In response to interest and student need, we launched two new communities this year. Studio 72: Living the Arts and Mozaiko: Languages and Global Learning both met the first-year enrollment target of 50 students and have already met their second-year target of 80 students. This fall, the Leadership and Social Change Residential College opened in the newly renovated O'Shaughnessy Hall. Additionally, Ujima, the community designed to focus on culture and identity with special emphasis on understanding the unique experiences of African Americans in society, provides yet another option for students to belong and thrive. Our LLCs, and future expansion of such communities, are helping to achieve the established university goal of increasing student participation in living-learning programs from 37 percent 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 ongoing maintenance cycle. High quality facilities, including residential spaces, dining centers, venues to gather

in community, recreation spaces, and service delivery offices, help Virginia Tech recruit and retain high quality students and support Student Affairs initiatives.

O'Shaughnessy Hall was renovated to refresh the facility, add community spaces for residents, and to accommodate the Leadership and Social Change Residential College. As part of the university's expansion in Roanoke, we created space for counseling services and other health and wellness activities. To support the growing need for counseling on the Blacksburg campus, additional leased space in Kent Square was acquired. In the coming years, we will focus on the following projects: Dietrick Hall and Spirit Plaza, the Corps of Cadets Leadership and Military Science Building, the Global Business and Analytics Complex (G-BAC), the Creativity and Innovation District (CID) Residence Hall, War Memorial Hall, Southgate food preparation facility, and Owens Hall. Additional facilities to meet long-term student needs will also be considered for Roanoke and the National Capital Region.

In terms of administrative efficiencies, a central administrative committee was created to provide strategic leadership, expertise, and guidance that empowers departments to fulfill the division's mission. In the past year, both employee onboarding and off-boarding efforts were addressed, streamlining the process for new employees and their supervisors. As part of this effort, both a divisional Student Employee Handbook and New Employee Packet, specific to Student Affairs, were developed and deployed. The central auxiliary funding model was assessed and cost savings were identified. Both the Information Technology Advisory Council and a Human Resources Business Partners group were established. Use of SharePoint as a central communication hub continued with the inclusion of administrative toolkits and "Did You Know" helpful hints and tips. Similarly, the first Administrative Camp (a half-day professional development opportunity for division employees) was held offering workshops and trainings on common administrative practices and efforts. Additionally, divisional messages penned by the vice president were distributed monthly to Student Affairs employees regarding institutional updates, upcoming events, and important divisional information to know.

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 transdisciplinary interaction is important for the future of higher education, Student Affairs is well positioned to curate the ideological confluence of new concepts and people. Destination Areas are avenues for building transdisciplinary problem-solving environments into the fabric of undergraduate education, and Student Affairs has the expertise to contribute to the success of these environments. Fundamentally, Destination Areas require 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 Blacksburg. To integrate learning wherever it may occur, we must go beyond Blacksburg to our growing campuses in Roanoke and the National Capitol Region (NCR) to create customized and equitable experiences for all our students. Through active participation in the Student Services Working Group on the Health, Science, and Technology (HST) campus and the NCR Enterprise Working Group, we have developed models for expansion that are both proactive and responsive to evolving student needs.

As the conversation advances to define the VT-shaped student and high impact practices in experiential learning, Student Affairs can offer current research about student learning and high impact pedagogical practices. Ongoing conversations with the Vice Provost for Academic Resource Management have yielded progress toward identifying key metrics for Student Affairs. Student Affairs is poised to lead in the following existing VT-shaped student metrics: service learning, co-curricular learning activities, and living-learning communities. Each will be measured to understand the correlation with student success, satisfaction, retention, graduation, and desired learning outcomes by number and type of participants and programs. Though some data is already available through internal assessment, 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 set specific targets.

Student Affairs' work has always been entwined with that of InclusiveVT because we believe the institutional and individual commitment to *Ut Prosim* (That I May Serve), in the spirit of community, diversity, and excellence, provides the foundational framework for all that we do. Student Affairs will continue to align with the Office for Inclusion and Diversity and the new Student Opportunity and Achievement Resources program in our efforts to create an informed, inclusive, and diverse environment for our students and employees. Moreover, relative to the Student Affairs Diversity and Inclusion Strategic Plan, our team convenes regularly to identify specific and measurable outcomes as well as to further define an implementation timeline.

Financial Planning

The 2017-18 revenue budget for Student Affairs totaled \$164 million of which \$2.9 million were Education and General funds and \$2.3 million were Unique Military funds. The remaining \$158.8 million in Auxiliary Enterprise funds accounts for 48 percent of the university's total Auxiliary Enterprise funds. The evolution of future 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.

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 fulfilling future expectations for 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. To address some of our challenges, the following additional funding was realized:

- In FY18, new gifts and commitments to Student Affairs totaled \$1,710,243 – more than twice the fundraising goal of \$800,000 for the year. Total cash raised was \$2,612,904, a 9.6 percent increase over the prior year.
- Annual giving participation rates to the Hokie Family Fund and Student Affairs Annual Fund both increased.
- The Schiffert Endowed Scholarship, the Werth gift, and the Murdock gift will allow us to support students through tuition assistance, an enhanced testing center in Services for Students with Disabilities, and additional resources for the Student Emergency Fund, respectively.
- Education and General critical needs requests for the Dean of Students Office, Services for Students with Disabilities, and Cultural and Community Centers align with enrollment and diversity goals.
- The Parent Committee, Alumni Advisory Board, Young Alumni Board, and Inspiring Women in Lifelong Leadership (I WILL) Council increased in both membership levels and giving rates.
- Initiation of an immigration services fee will support the administrative costs associated with immigration services provided to degree-seeking international students and improvements to those services.

Update on Leadership

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 who are committed to "know and be known." Internal communications within Student Affairs, as well as employee awareness of strategic initiatives, are vital to ensuring an inclusive, sustainable, and productive culture for learning. To achieve such, we utilize SharePoint as our organization's intranet for announcements, calendar planning, and discussions. The Vice President for Student Affairs hosts open office hours and sends a monthly email of important updates and information. She meets weekly with the senior leadership team and meets monthly with departmental directors. Additionally, there are two annual Student Affairs town hall meetings. The creation and establishment of leadership circles for similar employee constituency groups at all levels of the organization continue to provide valuable feedback related to communication, employee relations, team building, and staff morale. The opportunities to be and stay informed in Student Affairs are plentiful.

Creation or Revision of Policy and Procedures

Student Affairs has responsibility for all 8000-level policies. These administrative policies outline the purpose, classification, criteria, and support for student organizations. In addition, Policy 8300 in the Hokie Handbook guides student and student organization conduct at Virginia Tech. For clarity and consistency, the following policies were updated: Policy 8010 Classification of Student Organizations; Policy 8012 Establishing and Maintaining a University Chartered Organization (UCSO); Policy 8013 Establishing and Maintaining a Registered Student Organization (RSO); Policy 8014 Establishing and Maintaining an Extended Campus Student Organization; and, Policy 8215 Major Entertainment Sponsorship. The Hokie Handbook is reviewed and updated annually. With feedback and recommendations from the Office of Policy and Governance and University Legal Counsel, this year's revisions were focused on providing clarity to existing language, accurate policy sourcing, language modifications, policy additions, inclusion of new or modifications to existing student resources or services, and content formatting.

Student Affairs, in collaboration with the Virginia Tech Police Department, University Legal Counsel, and the Division of Operations, updated the guidelines for spontaneous campus events to reflect current practice. As a result, revisions were made to the criteria for determining the type of response, persons and offices to be involved, and protocols for both planned and unplanned events.

Engagement of Student Affairs Faculty and Staff in Development of Decisions

Student Affairs is committed to learning and continuous improvement, and our Assessment and Professional Development (APD) team works with senior leadership and all Student Affairs 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 learning goals -- the Aspirations for Student Learning -- is impressive. We are often heralded as a best-practice institution among 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) in 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. Previous program reviews have relied heavily upon the established internal review process. This year, we also created guidelines and procedures for departments to initiate external program reviews. The departments selected for both internal and external program review were finalized this summer.

In addition to continuous improvement through the use of data, we engage others in decision making through infrastructure, time, service, and building relationships. The use of SharePoint as our 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 the Vice President for Student Affairs' leadership team offer opportunities for strategic planning. Committee participation is yet another way we engage our faculty and staff and further our initiatives. Ongoing Student Affairs committees include Aspirations for Student Learning committees, Student Affairs Policies and Hokie Handbook committees, and Leadership Circles. The primary purpose of Leadership Circles is to connect employees of similar roles to share resources and ideas, as well as to strengthen each other's leadership capacity. Leadership Circle co-conveners regularly meet with the Vice President for Student Affairs to share experiences and make recommendations for improvement. We also convened a Staff Enrichment Task Force to delve deeper into the ways we, as a division, might better support and advocate with and for staff to ensure they feel valued and respected. Challenges and recommendations were noted in the task force report that will be reviewed in the coming year for feasibility of implementation.

Strategies for Development of Leadership Skills

Employees in Student Affairs participate in many of the university programs offered to all faculty and staff. Many departments support employees' participation in national, regional, and local professional conferences and trainings, as well as Virginia Tech-sponsored development and certificate programs. Student Affairs also invests in educational programming and leadership development internally. These efforts focus on student development, diversity and inclusion, and administrative processes. Throughout the year, many departments throughout campus invite Student Affairs faculty and staff to participate in webinars and programs related to a specific student population or functional areas. Internally, we sponsor two book club series, one in the fall semester and one in the summer, with a focus on diversity and inclusion. The Vice President for Student Affairs hosts two organization-wide events annually, one each semester. The 2018 spring event highlighted a nationally known leader who gave the keynote address on diversity and inclusion in the student affairs profession. Administrative processes are the focus of Assessment Camp and Administrative Camp. Assessment Camp is a two-day program with introductory and advanced tracks that build an understanding of assessment and necessary skills to utilize data effectively. The administrative units of Assessment and Professional Development, Communications, Finance, Human Resources, and Information Technology collaborated to offer Administrative Camp, a daylong conference-style program that provides training on a variety of administrative processes. Assessment and Professional Development also offered two new educational programs focused on supervision and a "how-to" for developing a personal professional development plan.