

# 2015-16 Year-End Report

Prepared by  
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Honors Residential College at Virginia Tech



## Preface

The Faculty principal for the Honors Residential College (HRC) serves as the intellectual leader of the college, working collaboratively with the residence life live-in staff, University Honors staff, and supporting faculty fellows to enhance the learning environment by engaging residents in educational activities designed to promote intellectual and community engagement. As such, the principal works with Housing & Residence Life, University Honors, and the residential college advisory board to nurture a vibrant sense of community that fosters academic excellence, promotes faculty-student interaction, and enriches the student living-learning experience. The principal will share responsibility for fostering and shaping the social, cultural, and educational life of the residential college.

The evaluation and review process for the faculty principal is a mechanism to allow the faculty principal to intentionally reflect upon the prior year and to share these reflections, accomplishments, and progress with the stakeholders of the HRC. The first step of the review is a year-end report which highlights the life of the HRC and the faculty principal's efforts toward promoting intellectual and community engagement in the HRC. The report should be submitted to the senior associate vice president for student affairs, the director of University Honors, and the director of Housing and Residence Life by May 31. Subsequently, the principal will then meet with these stakeholders to share his/her reflections and for this team to discuss the previous year.

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## I. Opening Remarks

I am pleased to continue to serve as Faculty Principal for the Honors Residential College/Commons (HRC) at East Ambler Johnston Hall. I believe it is both a valuable investment of my professional talents and a wonderful environment for my family. I feel fortunate to work with outstanding students, faculty, and support personnel, all of whom make the HRC a wonderful environment in which to live, work, and learn.



Eric and Shevon Kaufman enjoying a conversation with HRC Junior Fellows.

This year has been one of significant transition for the HRC. Even before the year began, we replaced one-third of the elected student leaders because their cumulative grade point averages (cGPA) were below the University Honors standard of 3.5. The fallout from that process continued through fall semester as students challenged the notion that the HRC student leaders must adhere to the cGPA standard. We also began the year with an awareness that the majority of the Resident Advisors (RAs) would be new to their role, which meant they would need additional time to become comfortable in their roles. Numerous mental health issues in the community aggravated that process of onboarding the RAs and helping them to become comfortable in their roles. Toward the end of fall semester, our Student Life Coordinator (SLC) and the Project Coordinator for the residential colleges both left for other positions, resulting in the need for interim hires. As we worked to identify and orient the individuals for these interim roles, we learned that University Honors would be transitioning to an Honors College to be led by Paul Knox<sup>1</sup>. As that was announced, we were told that the name of the HRC must be changed. Many HRC fellows were shocked and somewhat offended by the limited opportunities for input. However, we were able to finish the academic year with selection of a new name (using “Commons” instead of “College”), selection of Amanda Eagan as our permanent SLC, and selection of Lisa Abbott as the permanent Project Coordinator for the residential colleges.

I remain optimistic about the future of the HRC, including its place within the emerging Honors College. The vast opportunities require prioritizing and focusing, yet it is an exciting challenge. I am pleased that the Junior Fellows have recognized my efforts to support and advance the community. For example, the following quotes are from a confidential survey of the student leadership (Appendix A):

“Dr. Kaufman has fostered a community of learning and respect. One of the most noticeable aspects of his involvement is his participation in small events and meetings throughout the semester and the building. He listens to students and never belittles them. Something positive that comes to mind is how he dealt with name-change hysteria (perhaps that is too strong a word, but that's what it felt like). Dr. Kaufman was incredibly patient in listening to both

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<sup>1</sup> <http://vtnews.vt.edu/articles/2016/02/020516-provost-honorscollege.html>

formal and informal discussions, and repeating himself many times. He is an excellent listener, and when students want to hear his personal opinion, he always has one at the ready. He has encouraged service and activism by supporting individuals in the community and communicating opportunities through email, social media, and in person.”

“Over the past year, I've felt that Dr. Kaufman has grown tremendously in the role as Faculty Principal. The time and dedication that he puts in is evident to the entire community. I have appreciated how Dr. Kaufman actively works on balancing his attention between larger community events and smaller individual endeavors. He also contributes much of his time to networking within and outside the university, and connecting students with opportunities.”

On my end, I have been truly impressed with the fellowship of the HRC. The Junior Fellows have outstanding talents and ambitions, and there is clear commitment to the HRC motto: “In fellowship, all things grow.” My desire is to support the environment required for success, some of which was articulated in a presentation I delivered for the Conference on Higher Education Pedagogy, “Learning Beyond the Classroom: Mentoring and Engaging Students Through the Residential College Model” (Appendix B). Also, I am grateful that support for the community is bolstered by the activities of the broader Senior Fellowship (Appendix C).

## II. College Life

- a. *Service/Engagement*: This section will include how the community has served to help students connect and engage in service to the university and local communities.

One of the four pillars of the HRC is *Ut Prosim* (Virginia Tech’s motto: That I may serve). We certainly have Junior Fellows that take this charge seriously, and it shows in their passion for various service activities. We continued the tradition of the 5K for Charity, this year raising funds for Micah’s Backpack. We also participated in university-wide events, including four different HRCulean teams for the Big Event, a strong showing at Take Back the Night, and a Relay for Life team that raised \$6,232 for the American Cancer Society. In addition, the HRC “Can Campaign” (coordinated by Meghan McLoughlin) collected 769 food items for the Interfaith Food Pantry. One of my favorite service-related events for the year was the Oxfam Hunger Banquet (Appendix D), which was offered as a partnership between University Honors and Virginia Tech’s Oxfam America Club. Beyond facilitating an educational conversation about global hunger, the banquet collected supplies for the Blacksburg Interfaith Food Pantry.



Images from 2015 Oxfam  
Hunger Banquet



Those students who participated in the HRC Alternative Spring Break (ASB) may highlight that as their most valued service experience. This year, the HRC had two different ASB groups: one that partnered with VT Engage for a trip to Hurley VA, and the other group arranged for a variety of service activities in Floyd VA. One Junior Fellow explains how joining the HRC's service initiatives committee has been so impactful:

“Joining the Service Initiative was one of my best decisions, because it led me to be a part of the Alternative Spring Break trip, which hands down was the most transformative experience of my life. Seeing first-hand how my involvement could improve a community, and make a positive impact on someone's life, will forever shape who I grow up to be. Learning from the members of the Floyd community, how they believed in sharing for everyone, and helping those in need, was more impactful to me than four years of high school service. The HRC is amazing to me because it provided those opportunities of self-growth and exploration that another dorm could never provide.”

Many Junior Fellows find their involvement in HRC events to be a springboard for broader involvement beyond the HRC. Some students explain:

“The HRC has provided me with the motivation and the confidence to break out of my shell and try new things. Because of the HRC, I found myself participating in large group activities such as the Big Event, and Relay for Life. I got involved in an organization that I will now be directing next year (FLEX), and this led to me joining other organizations such as the Student Government Association, the Student Alumni Association, and I serve on the executive board for a service organization called Dance Marathon at Virginia Tech.”

“This community hasn't just taught me to strive for more academically; it has also pushed me to strive to do bigger and better things for the world and to serve the community around us. Because of the HRC and Big Event, I have finally found a new purpose and drive. I know now that after college I want to do something that will help to change the world and moreover help improve people's lives, just like the Big Event does every year, and just as the HRC has helped improved mine. It probably sounds cheesy, but over the past year the HRC has become more than a home to me; it has become a calling.”



A small group of HRCuleans at the 2016 Big Event.



- b. *Student Learning*: This section will provide an overview of the types of events/workshops, speakers, etc. that occurred in order to promote the life of the mind in the college.

Much of the structure for events and activities related to student learning was established in prior years and continued with success. For example, we retained the traditions of The Exchange, Principal's Tea, Rebel and Renegade Seminars, Community and Discussion Seminars (CaDS), etc. The most notable speakers may be President Sands, who provided a welcome message at The Exchange, and Provost Rikakis, who was a speaker for Principal's Tea, but we hosted a variety of speakers from across Virginia Tech and around the world (Appendix E). Junior Fellows recognized both formal and non-formal opportunities for learning. For example, in appeals to remain in the community (despite grade point averages below the 3.5 standard for University Honors), Junior Fellows shared the following:



Dr. Karen Sanders speaking at Principal's Tea.

“As I reflect on my involvement and experience in the HRC, I am so grateful for what it has given me. Not only has the HRC given me my first real friend group that I hope will last through life, it has helped me network and build long lasting relationships with other peers and faculty. That has been something I truly enjoyed. For example, going to Principal's Tea and listening to the inspiring stories of the Humphrey Fellows has made me reflect on how grateful I should be to have the fortunate life I have now. I networked with several of the fellows in hopes that I can be of assistance in their endeavors to improve their societies, whether it is to improve infrastructures of growing societies or to bridge the education between nations. Other guest speakers, such as Austin Larowe or Steve Matuszak (who is my favorite Principal's Tea speaker) have been great speakers and resource that I plan to stay in contact with through my years at Tech. I would not have these connections if I did not reside and become an active member in the HRC. As of opportunities, to name one, I was able to attain my first undergraduate research position through the HRC as the professor I worked under was Jacob Grohs, a senior fellow here.”

“While always respectful of teachers, I have never really had a great relationship with faculty so reaching out to Dr. Shushok and meeting him was amazing and out of comfort zone. This started me on the track to try to get to know more senior fellows and more of the faculty. I met Dr. Krometis, had a conversation with the Provost, and many more of the amazing faculty at VT!”

We continued to make positive progress with the Community and Discussion Seminar (CaDS). In their reflections on the year, their Junior Fellows shared the following:

“CADS was one of my favorite parts about living in the dorm. The discussions felt less like a book club and more like friends expressing their thoughts in a respectful manner, trying to understand one another and being as introspective as possible while still stimulating a discussion.”

“The course structure is awesome because it allows people to express themselves in a way that clearly showed their strengths. Some had more ‘active’ presentations while others were formatted more like a seated discussion. In this way, we were able to experience others strengths, which sometimes helped to even target our weaknesses.”

“This course yet again showed me that great discussions can be had that can not only stimulate all of those involved, but also form a stronger connection as a community. I really like the way that the topical seminars help to give a basis for the discussion to evolve from and have yet again had a great experience with this structure.”

While some students remain frustrated with CaDS, their concerns tend to center around having a course expectation in general:

“I really don't like how this course is mandatory. I feel like honors kids are already buckled down with a huge course load and to make this course mandatory, just adds another level of unnecessary stress to our plates. You end up with people that are annoyed to be in class and thus don't participate.”

Despite this perspective, I believe a required seminar is critical to the learning environment in the HRC, and I believe the structure for CaDS provides a strong foundation to build upon and further promote “the life of the mind.” Fortunately, many students are recognizing the value:

“One thing I would like to mention is how much I enjoyed the poster session this semester. I understand that every HRC/honors student was required to attend, but discussing and answering questions related to the content of my group's poster was something I really enjoyed. It was in a great place with great people and was a memorable moment for me during my freshmen year.”

“The CaDS showcase had the biggest impact on my development in this course because it gave me the opportunity to engage in deep conversations with Senior Fellows. I wish that there were more opportunities to integrate Senior Fellows and other university faculty into these conversations.”



CaDS poster showcase during Fall 2015.

- c. *Community*: This section provides an overview of the initiatives that occurred to help connect students in the college to strive that all members “know and are known.” While not exhaustive this section should address the general social learning opportunities that occurred in the Honors Residential College.

The HRC has a strong sense of community, and this begins with the returning fellows who value their experience and share leadership of the community (Appendix F). The community connections are fostered through a variety of events and activities, most of which are captured as shared in the HRC Google Calendar, which logged more than 450 different entries for the year. (To access the calendar, go to <http://tinyurl.com/HRCCalendar>.) Student appreciation for the environment is evident in comments from HRCuleans who are appealing to remain in the community (despite falling short of the grade point average standards of University Honors):

“The community of the HRC is the reason why I am still at Virginia Tech. As an out of state student living eight hours away from home, it was scary coming to Virginia Tech without knowing anybody. Walking into doors of East Ambler Johnston with my mom was pretty exciting for the first time. The RA's loudly shouted with enthusiasm ‘Welcome to the HRC’, which scared my mom a little but it made me feel welcomed from the very beginning. The first weekend I had the opportunity to meet many new people throughout various events such as the couch game, and the dinner in Owens banquet hall. My dad called me a few days later asking if I liked Virginia Tech and I could always transfer to a school closer to home if I did not like it here. I told him ‘There's no place I'd rather be.’”

“The HRC allows for community on a heart-level. It is stressful to move into college away from home for the first time, and I certainly did not expect this. Thankfully, the RA's, Dr. Kauffman, and friends in the building, I felt as though I was cared for and not forgotten in the building. I personally think that this should be emphasized more in the mission of the HRC- to truly look after each other and make sure that our hearts and heads stay positive.”



Ad hoc dinner with Junior and Senior Fellows.



“To me, this community stands as a pillar of sanity and support that I would like to continue to include in my life. Having a group of people to attend events like Principal's Tea, and the assorted parties; as well as having a group to cook for, who will enjoy my efforts has been rewarding on a level I don't believe I would have in any other community.”



HRC “Bondfire” in Fall 2105.

“The HRC has become my second home this past year. While I never was able to go to weekly events like Principal's Tea because of work, I still bonded with so many people, especially on my hall. I love that everyone is so willing to help each other in the HRC; there is no feeling of competition-- just support.”

“The HRC to me, as it's where I've met most of my friends and a lot of mentors, means family. Being able to open my door and talk to whomever I want, being able to bounce ideas off friends and discuss things with one another, being able to learn and grow with one another; these are things that I believe the HRC is all about.”

“I never really had close friends in high school, and though I went to a small, private high school where there was a semblance of a community, I have never experienced camaraderie like the HRC. The HRC changed my perceptions of myself and what I believed I was capable of doing. In the HRC, I was no longer a shy kid with no real clue of what they wanted to do with their life, much less what they wanted to major in. Suddenly, I had 300 new friends and a zeal to be a part of a community unlike any other.”

“I enjoy the community at the HRC because every one really cares about their studies, and people have such a broad range of interests. Because you meet so many people with different interests, and they are passionate about their interests, I got to learn more about things that I would have otherwise not known much about.”

“Being a part of the honors community has introduced me to a wealth of resources and peers that I could only hope to find either in another dorm or off campus.”



HRC Cascades hike.



HRC tailgate party.

Many in the HRC find that it truly provides what they want and need in a “home”:

“The HRC has become my home away from home. Coming to college was a terrifying experience for me, but everyone in the HRC welcomed me with open arms and made me feel comfortable. I love that while everyone here is focused on doing well in their academics, they also care about everyone else around them. This past year, I have made so many friends. I've spent my Friday nights in the kitchen and walked around handing out desserts to people, and getting to know them.”

“I feel like I've really found a home in the HRC. I've met so many people that are similar to myself in many different ways, and I like the feeling of walking to class and being able to say hi to so many people from my dorm that I can now consider my friends. I've tried to integrate myself into the community the best I could by making friends with so many different people, like the infamous 5th high group, the 4th high apartment, and Sara Kaufman who hugs me every time she sees me at D2. The community is a place of people to study with, to be friends with, to have meals with, and to have the most random but in-depth conversations with.”

“Words cannot describe what the HRC means to me, but I will say that it has given me a sense of belonging. I have never had such a sense of community and belonging before, and I have not been able to find people that I click with. I find that I click with a majority of the HRC's residents. It is a place where I can be my complete self, which I have never quite been able to do outside of my house.”



Super bowl party in faculty apartment.

“I have never really had a stable home until coming to the HRC. Most of my life was spent switching between homes, so I never had a solid foundation. Living in the HRC this past year, I was finally able to find a community that would stay with me, one that was a true home.”

- d. *College Achievements*: This section provides a list of any recognitions, awards, or other major student accomplishments.

This was another successful year with awards and recognitions for the HRC. Many graduating seniors were identified as the outstanding senior for their academic departments and were featured in VT news articles (e.g., Lauren Cashman<sup>2</sup> and Taylor Allen<sup>3</sup>). Two HRCuleans were

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<sup>2</sup> <http://vtnews.vt.edu/articles/2016/05/uged-graduatelaurencashman.html>

<sup>3</sup> [http://vtnews.vt.edu/articles/2016/05/uged\\_taylorallen.html](http://vtnews.vt.edu/articles/2016/05/uged_taylorallen.html)

recognized with the Outstanding Senior Award for their college<sup>4</sup>: Natalee Yates (College of Natural Resources and Environment) and Claire Kelling (College of Science). In addition, Nneoma Nwankwo (College of Liberal Arts and Human Sciences) was recognized as Virginia Tech's Undergraduate Student of the Year<sup>5</sup>!

Some of our success was featured in awards through the Division of Student Affairs. At the Housing and Residence Life awards banquet, the HRC "Can Campaign" was recognized as the RHF Hall Council Community Service Program of the Year. In addition, several HRCuleans were recognized with Aspire! Awards, including Jess King (Curiosity), Claire Kelling (Courageous Leadership), Meghan McLoughlin (Ut Prosim), Seyi Olusina (Civility), and Skyler Mueller (Courageous Leadership). Meghan McLoughlin, Claire Kelling, and Seyi Olusina went on to be named to the inaugural cohort of the Division of Student Affairs' Keystone Fellows<sup>6</sup>. Among our first-year students, two were elected to be class officers<sup>7</sup>: Gordon Quach (Vice President) and Christina Flear (Secretary).

Among other prestigious awards, Sieu Tran was named a Goldwater Scholar<sup>8</sup>, Claire Kelling was named a White House Champion of Change<sup>9</sup>, and Bobby Hollingsworth was recognized with Virginia Tech's Illuminator Award<sup>10</sup>! Also, Lauren Cashman earned the right to present her research at the ACC Meeting of the Minds Conference<sup>11</sup>, and Ally Moser was awarded an ACC Creativity and Innovation Fellowship<sup>12</sup>. Two HRCuleans were awarded University Honors' Odyssey Fellowships<sup>13</sup>: Gargie Nagarkar and Lea Koehler.



Claire Kelling being recognized at the White House.

Beyond these awards, we had a large group of students land prestigious internships and co-ops at places ranging from Rolls Royce, Cicso, Coca Cola, and Microsoft, to the United States Senate, the Consumer Product Safety Commission, city health departments, public accountants, and environmental consulting firms. Other students are conducting research at institutions like

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<sup>4</sup> <http://vtnews.vt.edu/awards/2016-seniors.html>

<sup>5</sup> <https://vtnews.vt.edu/articles/2016/04/040416-dsa-undergradoftheyear.html>

<sup>6</sup> <https://vtnews.vt.edu/articles/2016/04/dsa-keystonefellows16.html>

<sup>7</sup> <http://www.class.alumni.vt.edu/2019/officers.html>

<sup>8</sup> <https://vtnews.vt.edu/articles/2016/05/uged-sieutranggoldwaterscholar.html>

<sup>9</sup> <http://vtnews.vt.edu/articles/2016/04/uged-championofchangeKelling.html>

<sup>10</sup> <http://vtnews.vt.edu/articles/2015/06/060415-unirel-illuminatorawards.html>

<sup>11</sup> <https://vtnews.vt.edu/articles/2016/03/uged-accmeetingoftheminds.html>

<sup>12</sup> <https://vtnews.vt.edu/articles/2016/05/uged-acccreativityinnovation.html>

<sup>13</sup> <http://www.honorscollege.vt.edu/current.html>

Harvard and Johns Hopkins. This summer, we have students studying all around the world, including Japan (Anna Stapor), France (Alexa Amster), Italy (Nick Corbin), Malawi (Lauren Cashman), Vanuatu (Cynthia Guerin), and Peru (Kelsey Mensh).

### III. Goals

- a. *Prior Year Goals:* This section provides an overview of the prior year's goals and if these were achieved (if applicable).

For the 2015-16 academic year, I had identified four priorities:

- Expand evaluation efforts, including analysis of results from the Multi-Institutional Study of Leadership.
- Strengthen the Senior Fellowship through both increased diversity and increased involvement.
- Establish an interactive directory and website for current and past fellows of the Honors Residential College.
- Develop a closer working relationship with University Honors.

While evaluation is an ongoing process, I am pleased with analysis of the Multi-Institutional Study of Leadership (Appendix G). Preliminary analysis reveals that HRCuleans report a 37% higher rate of mentoring relationships with faculty than the University average. In addition, they report a 58% higher rate of mentoring relationships with community members. Also, having HRCuleans recognized for various awards is valuable anecdotal evidence of the success of the HRC.

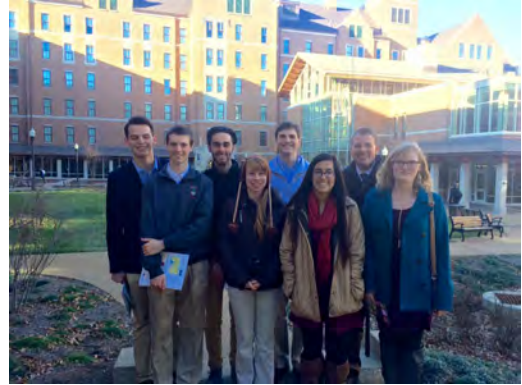
My efforts to strengthen the Senior Fellowship have been slower to yield results than I had hoped. However, we did add several new Senior Fellows this year: Mary Miller (IDD, Inc.), Gordon Yee (Chemistry), Steve Skripak (Management), Amanda Eagan (HRC), and Maryne Taute (HRL). There have been some small changes in the degree of involvement (Appendix C), but there is not much to highlight. Perhaps the situation is best described by the following quote from a Senior Fellow:

“My involvement with the HRC hasn't been what I hoped it would be but largely for a variety of personal/professional reasons unrelated to my intents with the HRC. So, I am hopeful to make more of a commitment to knowing and interacting with students next year than I was able to do this year.”

The new HRC website is a point of pride for me, and I believe it was a valuable resource for encouraging incoming students in their decision about housing options. In fact, I believe many people are learning about the HRC, and our approach to student learning, through the new website. Since August 1<sup>st</sup>, 2015, the site has engaged 4,808 users in 76,355 page views (Appendix H). The directory function has not been used as widely as I would like, but we have a foundation to build upon, and I continue to believe it is a great resource for staying connected

with HRC alumni. All known HRC alumni have been added to the online directory; the next step is to encourage more use and updating of profiles.

This year's transitions within University Honors have created some uncertainty about roles and relationships between various programs and components of Honors. However, I believe I have a much better grasp on the priorities and procedures associated with Honors, which has helped some navigation among the uncertainty. Also, we finished the academic year with many of our student leaders discussing ways to enhance and strengthen the connections with Honors. As a result, I believe we have a positive trajectory for moving forward.



HRC student leaders visiting Vanderbilt.

- b. *New Goals:* This section provides an introduction of the goals for the upcoming year.

For the 2016-17 academic year, I have identified the following goals:

- Establish the HRC as a signature program of the new Honors College.
- Increase HRC fellows' awareness of and appreciation for the residential college model.
- Continue efforts to enhance diversity and engagement of the senior fellowship.

#### IV. Closing

Most of the literature on the residential college model is in the context of a “liberal arts” education, which emphasizes specific disciplines (e.g., the humanities), but the residential college model is more appropriately aligned with a “liberal education,” which the Association of American Colleges & Universities (AAC&U) describes as “an approach to college learning that empowers individuals and prepares them to deal with complexity, diversity, and change”<sup>14</sup>. The AAC&U goes on to explain that a liberal education “helps students develop a sense of social responsibility; strong intellectual and practical skills that span all major fields of study, such as communication, analytical, and problem-solving skills; and the demonstrated ability to apply knowledge and skills in real-world settings.” I feel fortunate to be at Virginia Tech and working to enhance the student experience through appropriate application of the residential college model. My closing remarks at the HRC banquet captured some of that sentiment (Appendix I), and I was pleased to read the following student reflection in response:

“I very much appreciated the words Dr. Kaufman had to share about the 5 areas of well-being: Purpose, social, financial, community and physical well-being. In some way, shape or

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<sup>14</sup> <https://www.aacu.org/leap/what-is-a-liberal-education>



form, the HRC has helped cultivate these areas of well-being. I have further recognized my purpose not only at Virginia Tech, but also in life. I have realized how important people are and even more importantly, how crucial it is that we take time to invest in people's lives. The giving of time speaks volumes, and it takes time to invest."

While I constantly look for opportunities for improvement, I am pleased with the success to date and the vision I see for the future. I believe it is appropriate to close with the following quote from the survey of the student leadership (Appendix A):

"I think that Dr. Kaufman contributes to the aims of the residential college by being very intentional about participating in conversations focused on community development and strategic planning. Dr. Kaufman listens and allows students to direct the conversations, and inputs whenever there is necessary redirection."



2016-17 HRC President, Vice President, and Faculty Principal.

## V. Appendices

- a. Feedback from Confidential Survey of 2016-17 Student Leadership
- b. Abstract from the 2016 Conference on Higher Education Pedagogy: "Learning Beyond the Classroom: Mentoring and Engaging Students Through the Residential College Model"
- c. Senior Fellow Activity Report for 2015-16
- d. Battle of the Hall Program Sheet: Oxfam Hunger Banquet
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- i. Closing Remarks from HRC Banquet

## Appendix A: Feedback from Confidential Survey of 2016-17 HRC Student Leadership

**Thinking about your interactions with the faculty principal during the past academic year, please share your observations about how the faculty principal contributed to the aims of the residential college.**

- He has been good about recognizing students for the work they do, and has been much more warm and engaged this year than last year. Principal's Teas are continued and a good thing. I see him out at events a lot.
- The faculty principal played a very active role in the HRC community. He was participated in events and was an amazing role model for the aims of the residential college.
- The faculty principal effectively worked to ensure increased communication between both junior and senior fellows. He also maintains a strong community presence and promotes the ideals of the residential college throughout the building. He also contributes and effectively guides the strong student governance body that is available in the building.
- Over the past year, I've felt that Dr. Kaufman has grown tremendously in the role as Faculty Principal. The time and dedication that he puts in is evident to the entire community. I have appreciated how Dr. Kaufman actively works on balancing his attention between larger community events and smaller individual endeavors. He also contributes much of his time to networking within and outside the university, and connecting students with opportunities.
- Dr. Kaufman has fostered a community of learning and respect. One of the most noticeable aspects of his involvement is his participation in small events and meetings throughout the semester and the building. He listens to students and never belittles them. Something positive that comes to mind is how he dealt with name-change hysteria (perhaps that is too strong a word, but that's what it felt like). Dr. Kaufman was incredibly patient in listening to both formal and informal discussions, and repeating himself many times. He is an excellent listener, and when students want to hear his personal opinion, he always has one at the ready. He has encouraged service and activism by supporting individuals in the community and communicating opportunities through email, social media, and in person.
- I think that Dr. Kaufman contributes to the aims of the residential college by being very intentional about participating in conversations focused on community development and strategic planning. Dr. Kaufman listens and allows students to direct the conversations, and inputs whenever there is necessary redirection. There are often times when students call on Dr. Kaufman for his opinion, and he will clearly indicate he does not want to sway our thought processes too much, and will answer briefly.
- He fulfills all his responsibilities and usually exceeds them. He has done a great job reaching out and connecting with the students within the HRC. Dr. Kaufman is not only a faculty member, he is also a mentor. He has helped me adjust to living within the HRC.
- Dr. Kaufman has done a great job at encouraging residents to host events and encouraging the community to take part in those events. He is a great host during his weekly principal's teas. He also upholds the standards of academic rigor and excellence that is characterized in the goals of university honors.
- He is involved with college council and the formal events, but he doesn't go out of his way to meet all of the students.
- Dr. Kaufman made sure to be engaged in as many HRC events as possible. If I can remember correctly, he made sure to at least be visible at even minor events such as apartments serving food. To me, this shows he is dedicated to maintaining the community that we strive to build here.
- Dr. Kaufman does an adequate job in instilling the aspects of a residential college into our housing and extracurricular experience. One can see this through the weekly events of D2sday for our community dinners, or Principal's Tea for inviting intellectual curiosity into the building. It might be nice to see some more spontaneity in his approach. I appreciate how he would sit in on some FHRC sessions, and I think that that makes a positive impact on the students, especially the freshmen since it can be slightly daunting at first to interact with someone so influential. I wish there was more interaction between council and the principal. One aspect I wish we had more of was academic-related events. Events that would make us question, connive, create; it is the classical quintessence of the collegiate experience, and yet this year has ended and I remain unchallenged by new ideas.
- I think that Dr. Kaufman was very visible at community events and supportive of student input and involvement. He encouraged interactions between junior and senior fellows and the pursuit of the pillars of the community. Dr. Kaufman and his family attended the concerts and performances and other personal achievements of students in the HRC, which I think showcased his level of commitment to the success of each individual.
- He has come into his own vision more. I believe in his first year the faculty principal was trying to make small adjustments to the HRC to improve it gradually without any major overhaul or changes in direction. This year however I think he has been using his relationships with the student leadership groups to help us critically analyze the aims of the HRC (community, being an honors cohort, etc.) and to take action to direct our movement in those areas.
- Dr. Kaufman seems to care deeply about the HRC. He has guided the College Council (CC) this past year, and the CC has gotten much more effective. He has been great about listening to students in controversial community debates. When students proposed a contentious amendment, he listened, shared his opinion, but ultimately left the decision up to the students. When the university annoyingly changed our college's name with no warning, Dr. Kaufman was open about how we, as students, could battle the decision.

**What general feedback do you have for the faculty principal regarding your experience in the residential college.**

- I've had a great experience in the HRC! I've met a lot of really cool people through it.
- From my first day in the residential college, the faculty principal was always open to questions and help of any sort with Honors or Virginia Tech.
- Dr. Kaufman has always been a leader and a guide for me as a student. He has worked to ensure that I can make the connections that I need with other faculty members on campus. He challenges me to be a better me by providing me with thought provoking questions. He has always worked to find the answers that I need to any question, related to academics or not. Throughout this name change process, I have worked closely with him on the committee that helps determine our new name. He has worked to ensure that the ideals of a residential college are maintained, regardless of the name.
- During Dr. Kaufman's first year in the HRC, I felt that I had lost a connection with the faculty-student opportunities I had during Stephens and Gumbert's time. In the time since, Dr. Kaufman has exceeded my expectations for those types of opportunities. / I get the sense sometimes, however, that there is more that Dr. Kaufman would like to do as faculty principal (maybe goals, ideas, conversations, etc.); whether it is a lack of time or resources, he seems to be limiting those options. In the future, I would like to see more discussion between the faculty principal and students about the college model, governing the HRC, and residential college theory.
- I know that last semester there was a certain amount of tension/discussion surrounding the GPA-involvement charter amendment. Still only several months into college and with limited context for the issue, I avoided voicing an opinion in the discussion and decided instead to listen. / Now, with hindsight and a little more college experience, I think it's important to say this: During my time in this particular residential college, I have met average students who not only strengthen the community but will go on in their lives to become leaders and innovators. I also have met incredibly-dedicated-to-their-studies, straight-A students who contribute very little to the community and University besides their good grades. / I have an extraordinary amount of empathy for a student who fits the former category, fails to make a 3.5, and is barred from involvement from certain area in the residential college. Certainly there must be a standard, but for one second to discount the value of a particular student because of a low GPA is mistake. So I am incredibly happy that the amendment was passed. I thrive off being surrounded by academically-minded people, but if University Honors was nothing more than a GPA, then I would want no part in the program. As we work to redefine ourselves one way or another as an honors college/community/etc, that is what I would want the faculty principal to hear.
- I think Dr. Kaufman does an excellent job in his role. I believe that he is a believer in the idea of invisible leadership and he practices this. I think he could be more clear on his leadership style as some students view it as not "leadery" enough. However, for those who understand his approach it is much easier to see his role in the community.
- Most of the feedback I have is very positive. He is understanding and willing to offer amazing opportunities personally. He is the reason I will be an STA next semester, so I owe him thanks.
- He does a great job as a host and making himself visible at events hosted by the HRC. But it would be nice to see him walking around the hallways more often as I don't see him all too often outside of a somewhat formal setting of an event.
- He should continue to remain visible in the HRC, I would even love to see him somehow become more visible (I.e. More events in his apartment, etc.)
- For the most part, my experience has been overwhelmingly positive during my stay here in the HRC. I do not have a lot of time, so I just want to address the things that we could improve in the future (there are a lot of positive aspects which I have to glaze over). I believe that there is a large amount of ambiguity present regarding what the entity of a residential college is and how our model integrates those key aspects. I believe that during FHRCS we need to definitively discuss what it means to be a residential college. In our FHRCS we sort of perused the idea of being a residential college, but it would be difficult for me to point out the aspects of what makes us a residential college. This lack of understanding is what I believe may lead to a decline in involvement and motivation within the community. Compared to last year, I feel as though there is less emphasis on our intellectual stimuli. Sure, while social programming is important, it is imperative to our mission that we foster a culture of life-long learning, to connect how our lives and education will affect others in the future. More importantly, there is lack of knowledge regarding the separate divisions within our residential college. For example, I have no idea why we have senior fellows and how they even play a role in the honors residential college. I have not interacted with any of them except maybe during D2sday. I would like to maybe see a larger senior fellow presence, but I understand how that can be difficult since university faculty have busy schedules. Overall, we may be called a residential college, but I believe that a large majority of our junior fellows do not understand the implications and mechanisms of the title and the actual entities that constitute it.
- I've had a great experience in the residential college, and I think part of that is due to the role of Dr. Kaufman and his family. They are almost like parents for all of us living here, always willing to offer advice or talk to students about their goals and concerns. Every time I've spoken to Dr. Kaufman, he has listened attentively and seems to truly be interested in what I have to say, and I think that has made me feel like a more valuable member of the community. One thing I think could potentially be improved is an increase in visibility on all floors of the community- I think that the fourth floor, where the

Kaufmans live, interact with the family much more than residents on the other floors, which I see as a missed opportunity for community.

- As a student leader I have felt a little unsupervised lately. I know that isn't the faculty principal's job, but as the leader for the community it would be nice for us to have more direct communication of what he would like us to do to steer the community in his vision. It is a bit too broad of a question to ask about my "experience" here because my experience here is basically my entire undergraduate career.
- Dr. Kaufman needs to be more personable. He comes across cold, and it is hard to relate to him. Even his attempts to be relatable come across feigned. For example, he hand wrote cards for every RA at the beginning of the year, except he wrote the exact same short message to each one. It just doesn't feel like I get his true thoughts or feelings. I understand it is not his strong suit, but it still feels like a problem. I think people would be more inclined to go to Tea and other events if they could relate to their Faculty Principal. It is more than being too formal, he is not vulnerable. I assume he knows how effective vulnerable leaders can be, so I wish he would open up more to his fellow community members.

**Are there any other observations you would like to share?**

- I think Dr. Kaufman could be a really great resource for smoothing out faculty-student interactions. I'd like to see him take on that role.
- N/A
- It is wonderful to have Dr. Kaufman and his family in the building and playing an active role in hosting Principal's Tea and various small events throughout the year, connecting students with campus-wide opportunities, and serving as a guide to College Council, and a mentor whenever anyone needs one.
- Not at this time.
- He has gotten better with being more relatable and friendly as the year progressed
- He should stop wearing his Ohio State-themed clothes because we're not Ohio State
- No
- Overall, I appreciate what was offered to me through my residential experience, but as the common adage goes, "There is always room for improvement."
- Dr. Kaufman seems to have relaxed this year and become much more relatable, which is very good to see.
- I think Dr. Kaufman could be more forthright about his vision for the HRC. It isn't clear where he wants the HRC to go. It also is not clear what steps he is taking to achieve those goals. I think the Faculty Principal should be more verbal about the vision. I think the community has suffered, in part, due to the lack of his transparency and intentionality. Jay Read, former coordinator, was very clear and intentional about his vision and how he was moving towards that vision. He was also clear about his expectations for community leaders. Dr. Kaufman, in my experience, has not done the same. I think the HRC, after this tough year we had, needs that kind of leadership. I know Dr. Kaufman favors invisible leadership, but I think he needs to employ a different style. I am assuming he is intentional. He has a doctorate in leadership studies, so I think the community would improve if he described the type of leadership he employs and why. He could share this at least with the leaders in the community (i.e. RA's and College Council).

## **Learning Beyond the Classroom: Mentoring and Engaging Students Through the Residential College Model**

Eric Kaufman & Jay Read, *Virginia Tech*

**Abstract:** The Gallup Purdue Index reveals the importance of mentoring relationships between students and faculty. The “Oxbridge” residential college model provides a structure for increasing those interactions. This session will highlight successful strategies and approaches to expansion of residential colleges at modern institutions of higher education, including large, research-intensive institutions. Presenters will share strategies for empowering students to engage in learning opportunities with their peers and near peers. Participants will discuss ideas for further engaging faculty in mentoring opportunities with students beyond the formal curricula of their disciplines.

### **Literature Review**

The inaugural report of the *Gallup Purdue Index* revealed that life in college matters for life after college. “Feeling supported and having deep learning experiences means everything when it comes to long-term outcomes for college graduates” (Gallup Inc., 2014, p. 6). More specifically, Gallup (2014) found, “if graduates had a professor who cared about them as a person, made them excited about learning, and encouraged them to pursue their dreams, their odds of being engaged at work more than doubled, as did their odds of thriving in their well-being” (p. 6). The question remains, though, what can colleges and universities do to foster such an environment. One option is a return to (or increased use of) the “Oxbridge” residential college model.

When colleges and universities were founded in the United States, many of them drew upon two prominent English universities: Oxford and Cambridge. Fink and Inkelas (2015) note that “this ‘Oxbridge’ inspiration included a residential college model that was the precursor to contemporary living-learning programs” (p. 5). One of the hallmarks of this approach is interaction between students and faculty that span beyond the classroom into students’ whole lives. As O’Hara (2006) notes, the “object is to ensure that students’ formal learning in the classroom is integrated in every way with their external life in the world.” In this way, the residential college model “expands the potential for learning because it consists of curricular and co-curricular learning opportunities” (Grohs, Keith, Morikawa, Penven, & Stephens, 2013). However, in order to accommodate larger student populations and more discipline-focused graduate training, the U.S. higher education system has limited its adoption and maintenance of the “Oxbridge” residential college model.

### **Goals and Objectives**

By the end of this session, participants will be able to:

- Identify foundations and key components of the “Oxbridge” residential college model.
- Evaluate the potential for expansion of residential colleges at modern institutions of higher education, including large, research-intensive institutions, like Virginia Tech.
- Share strategies for empowering students to engage in learning opportunities with their peers and near peers.
- Discuss ideas for further engaging faculty in mentoring opportunities with students beyond the formal curricula of their disciplines.

### **Description of the Practice**

In 2011, Virginia Tech opened its first residential college, a place “where undergraduates, graduate students and faculty could live together in a facility dedicated to learning” (Johnson, 2011). The Honors Residential College (HRC) is a multi-generational, multi-disciplinary living-learning community with our own traditions and sense of belonging. We are comprised of more than 300 Junior Fellows (undergraduate students), several Graduate Fellows (graduate students), and more than 30 Senior Fellows (faculty and



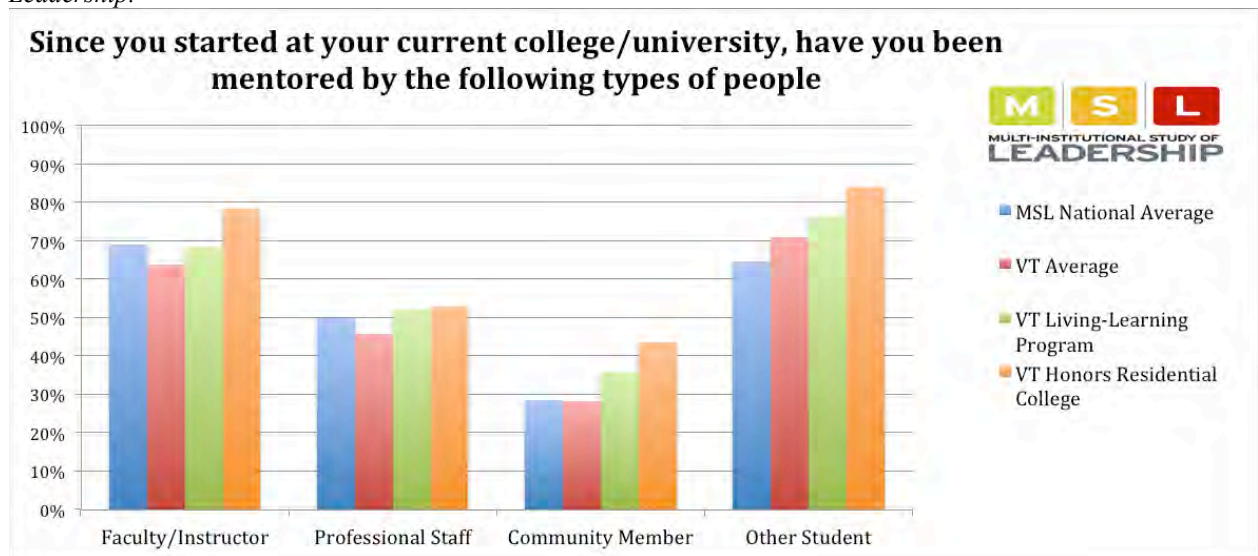
esteemed members of the New River Valley). While the HRC is student-governed, it also receives consistent leadership from a Faculty Principal (live-in tenure-track faculty member) and Student Life Coordinator (live-in Housing and Residence Life staff member). We foster a supportive, yet challenging community that creates the conditions for students to pursue meaningful encounters with the wider world. Four “pillars” comprise the guiding intellectual vision of the HRC: learn a language, study abroad, engage in undergraduate research, and embody Virginia Tech's motto *Ut Prosim* (That I May Serve).

## Discussion

The foundations of the residential college model include decentralization, faculty leadership, social stability, and genuine diversity (O'Hara, 2006). Data is emerging on the tangible benefits of this approach. The multi-institutional study of leadership is revealing that students in the Honors Residential College at Virginia Tech exceed their peers in terms of relationships with a variety of mentors (Figure 1). In this way, we are making gains toward our students' future thriving and well-being. In sum, one of the faculty associated with the Honors Residential College shared:

“HRC provides a space on campus where students can practice informal networking with faculty, staff, and administrators. This kind of interaction prepares students for future leadership roles, gives them insight into the workings of the academic world, and facilitates connections among the various aspects of the intellectual and personal lives. I have thoroughly enjoyed conversations with students across the university, beyond my department and college.”

Figure 1. *Virginia Tech students' engagement in mentoring, as reported by the Multi-institutional Study of Leadership.*



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1. In which of the following activities have you participated (even once) during the past 12 months?

#	Answer	Bar	Response	%
1	Principal's Tea	<div></div>	25	78%
2	D2uesday Fellowship Dinner	<div></div>	18	56%
7	Dine with Faculty Program (e.g., ad hoc meal with students)	<div></div>	16	50%
19	Connected with an HRC Junior Fellow during a non-HRC event	<div></div>	15	47%
5	End-of-Semester Event (Fall or Spring banquet or reception)	<div></div>	13	41%
9	First-year Honors Residential College Seminar (FHRCS) section meeting	<div></div>	12	38%
22	Written a recommendation letter for a Junior Fellow	<div></div>	11	34%
10	Hall Social Event	<div></div>	10	31%
13	HRC Convocation (at start of the year)	<div></div>	10	31%
6	Poster Showcase & Dessert Reception for Community and Discussion Seminar (CaDS)	<div></div>	10	31%
8	Seminar Led by a Senior Fellow	<div></div>	9	28%
11	Other	<div></div>	5	16%
21	Nominated a Junior Fellow for an award	<div></div>	4	13%
12	Community and Discussion Seminar (CaDS) section meeting	<div></div>	3	9%
3	Hall Meeting (i.e. formal meeting conducted by Resident Advisor)	<div></div>	2	6%
4	Seminar Led by a Junior Fellow	<div></div>	2	6%
Other				
organized lunch with hall				
Mock Trial Event				
Invited my hall to my house; invited and met students to various campus events				
undergraduate research with junior fellow				
Hosted RA staff development at our house				

2. Please use this space to share any reflections on your experience as an HRC Senior Fellow and your hopes for the future. (We are particularly interested in any insights on how you have been impacted through your involvement with the HRC.)

Text Response

This year has been a busy one, and I have not been able to connect with my assigned residence hall floor as much as I had hoped. However, all of my interactions with HRC junior fellows have been positive and I look forward to continued involvement in the next year.

I'd be interested to know how the students would prefer to interact with us; e.g., which settings they feel most comfortable or most prefer coming up to us to get to know each other.

So I've only been involved for a couple of months, but I am honored and delighted to be a part of this effort. Almost all of the students I've met are in my class and they are really the reasons why I am involved. They asked me and I could not say no. I am looking forward to getting another cohort of honors students into my honors general chemistry for majors course and to working with Emily B and Taylor Q who will be apartment fellows. I have already started working with Emily B on FHRCS for next year.

Love the interaction with the Junior Fellows. I meet monthly with the floor RA and try to remain connected between meetings.

The HTC is the best part of my association with Virginia Tech.

I always enjoy the opportunity to interact with students in the HRC. In my interactions and observations I find them to be fully engaging their college experience and taking advantage of a variety of opportunities.

I have truly valued my time as a Senior Fellow for the HRC, and I look forward to continuing in the role. My tenure as the SLC was extremely rewarding and allowed me to be highly engaged with the students in the community on a daily basis. As I have transitioned out of that role, my involvement has lessened. I am still navigating this new balance and I hope that I will be able to determine ways to remain engaged and involved in the HRC in the future.

I have to admit, it's challenging to find time to participate as fully as I'd like in HRC events. So many things pile up in my "regular" job . . .

I've been enriched immensely from my interaction with these students. Great bunch!

The HRC plays an important, and likely increasingly important, role on campus, and I appreciate being part of it. From a Senior Fellow standpoint, I have been thinking how to practically increase Senior Fellow participation opportunities that take into account our relatively full schedules, in other words that allow scheduling flexibility for Junior and Senior Fellows. A possible activity that was discussed is a visit to departments or university centers and institutes where Junior Fellows are introduced to research activities, laboratories, etc. that form a part of the university they may otherwise not experience from within their own majors.

I regret not doing more and also wish I could have better luck getting students to respond when I reach out. I do enjoy the role and support the HRC's mission. My attempts to initiate a service project failed. I wasn't invited to much except the big formal events. I'd be happy to discuss this more in person--Brian Britt

In late Fall Semester, had a coffee with a Junior Fellow. Good, stimulating conversation. We talked about a Spring Semester day experience in Floyd, that I offered to organize. I thought he said he would follow-up. I received no follow-up or contact. Not sure why. I did hear about an HRC group visiting PLENTY! in Floyd during spring break. Perhaps that was the direction taken. I trust everyone had a good, learning experience. The folks at PLENTY! are great. Of course, I could have followed up and just never got around to it. What goes around. . . .

Hi Eric. I did not fill out the survey because--given some matters in areas unrelated to the HRC--in the last 12 months I have not been able to fulfill to my own expectations the role of a senior fellow. So checking this or that box felt like making stray comments without proper context. Let me instead share a few observations, which take into account the length and breadth of my participation in the HRC, which I hope will be more helpful. As a senior fellow I have done the following: 1) I have taught with junior fellows the first-year seminar. I did this for three years. It was different than other classes I have taught because it truly required a large amount of collaboration. It was definitely not top down teaching, but it was also not strictly bottom up. There also was a lot of brief and appropriate social interaction, which was to the good. I really used these classes to try to help students think about challenges and solutions associated with student life, especially the ethical components. I tried to imbue lessons from history and social psychology. I also believe I learned a lot from the students. In addition, through these classes I came to know a couple of students who were having difficulties, and this better allowed me to render some assistance. 2) I usually went to both the convocation and the year-end awards ceremony for two reasons: 1) to mark properly the open and close of the year; and 2) to have a chance to engage the entire community. They are good and meaningful ceremonies. 3) My habit was to attend the Friday teas, because it was a chance to engage the regulars in enjoyable conversation. In our 'grab and go' society it was also a symbolic regular meal--sort of like HRC communion. 4) I went to a few of the D-2 meals early on. I thought that they were a good feature--a chance to take a common meal and have some good conversation. I remember one discussion with students in which we debated which was the better film, the Kingdom of Heaven or the Great Lebowsky (the Crusades meets Detective Fiction). And it was actually half brilliant! The only quibble I would offer is that the acoustics of D2 are sometimes not optimal. 5) I very much liked the soup nights on the several occasions I attended. I thought they provided a great measure of physical and psychological nutrition. 6) I always intended to do a short presentation at one of the teas, but I did not because some of the things I might have wanted to address seemed a bit too heavy or controversial for the occasion, for example on bystander intervention or marijuana policy. I did enjoy however the presentations of others. 7) I also did not get involved in governance due to time conflicts, but it is important. 8) And by the way thanks for getting me involved in the Mock Trial. It was a very good intellectual exercise; and I was impressed by the students. And wherever else could I get to be a Supreme Court Justice for a day! There are many great features to the HRC. But to me the heart and soul of the residential college is the cross generational learning. The regular interaction of the senior fellows with the junior fellows is perhaps the most critical element. It strikes me that the role of the senior fellow is not substitute parent, nor legal advisor, nor risk manager. It is really an avuncular role, (the person of experience who is neither too close nor too remote who can provide good personal counsel). I hope these comments are useful. Rick 4/14/16

I know that I have had limited involvement with the students this year but have enjoyed the contact that I have been able to have. I am in the process of reducing my workload and hope that I will be invited to participate in the next term for greater involvement.

Unfortunately the same people on the hall come to the things I've been involved in so I've gotten to know a handful of junior fellows better than others. I was speaking with a senior fellow for West AJ and he hosts study hours every week. It gets him in the building on a regular basis. I wonder if something like that might help to reach students who can't do the extra events Jill and I have scheduled (breakfast, dinner, Moss Arts concert, hiking)

My involvement with the HRC hasn't been what I hoped it would be but largely for a variety of personal/professional reasons unrelated to my intents with the HRC. So, I am hopeful to make more of a commitment to knowing and interacting with students next year than I was able to do this year.

The Senior Fellows need to have a bit more coherence. The fact that the name changed without input from the Senior Fellows is disappointing.

I've only participated in two events this past year I recall - maybe 3; two were lunch gatherings at D2

I've very, very much enjoy my time as a senior fellow, as my schedule permits. Given my work schedule and distance from main campus (both for work and living situation) I'm concerned about my ability to be as involved as I would like/ as is expected for the position. If this is ok, I'm okay with it! But I understand that it may not be possible for me to be as effective in this role as others.

I regret not having had more time for the HRC this year. In fact, I offered my resignation but was asked to stay on because of this year's theme of language. Regretfully, I will step down as senior fellow at the end of this academic year.

This was a challenging year to participate in evening and weekend events. There were many personal family issues that prevented me from doing so other university obligations that required my nights/weekends.

Unfortunately, I will have to resign this year...I want to spend more time with the jr. fellows, but the drive from PA and the related stresses of maintaining 2 homes and a relationship across states is too much for me to offer appropriate attention to the students.

3. Based on your best guess, approximately how many Junior Fellows do you know now that you did not know before the start of this academic year?

#	Answer	Bar	Response	%
1	None	<div></div>	1	3%
2	1-3	<div></div>	6	19%
3	4-6	<div></div>	6	19%
4	7-10	<div></div>	6	19%
5	11-15	<div></div>	5	16%
6	16-20	<div></div>	3	9%
7	21-30	<div></div>	0	0%
8	31-40	<div></div>	2	6%
9	41-50	<div></div>	0	0%
10	50+	<div></div>	3	9%
	Total		32	

Statistic	Value
Min Value	1
Max Value	10
Mean	4.50
Variance	6.06
Standard Deviation	2.46
Total Responses	32

# Battle of the Halls Program Sheet 2015

Name: Melanie Trammell

Position: Historian

Hall Council: East Ambler Johnston

Program: Oxfam (Hunger) Banquet

Date of Event: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Number of Attendees: 50



Description of Event: In order to promote awareness of hunger, the hall council paired up with the Oxfam club from Virginia Tech to put on a Hunger Banquet. All attendees had to bring 2 can donations for a local food pantry, and were given a class status that determined where they sat and what they ate. The Banquet began with two speakers, then had some of the Oxfam club members read a piece of paper explaining what Oxfam is all about and how it seeks to educate people of world hunger. The program then moved into an interactive component where some attendees status changed due to certain events that had happened to their characters. Lastly, the food was given out according to class and the event ended with a small group discussion about different issues facing world hunger.

Pros: Attendees learned a lot of new things about the issue of world hunger, and even got to experience a demonstration of this injustice in a small way.

Cons: During the parts of the events where the presenters were reading off of a paper, the attendees lost concentration and interest in the topic.

Organizations and/or Philanthropies that your event involved or aided: Oxfam club at Virginia Tech

Residence Life Coordinator: Jay Rynd

RLC Signature: Jay Rynd

Date: 4/30/2015

Please email this sheet as well as a picture of the event (if you have any) to [admedina@vt.edu](mailto:admedina@vt.edu).

Please email this sheet as well as a picture of the event (if you have any) to [admedina@vt.edu](mailto:admedina@vt.edu).

## **HRC Speakers, 2015-16**

### **Speakers for Principal's Tea**

- Dr. Virginia Fowler, Professor & Director of Literature and Language Program (8/28/15)
- Dr. Jim Westwood, Professor of Plant Pathology, Physiology, & Weed Science (9/4/15)
- Dr. Mary Miller, President and Founder of IDD, Inc. (9/11/15)
- Theresa Johansson, Director for Global Education (9/18/15)
- Dr. Mike Goatley, Turfgrass Extension Specialist (9/24/15)
- Dr. Karen Sanders, associate vice president for undergraduate affairs (10/2/15)
- Dr. Kendra Sewall, assistant professor of Biological Sciences (10/9/15)
- Dr. Mikinari Higano, Professor at Rikkyo University, Tokyo Japan (10/23/15)
- Dr. Brenda Davvy, professor of Human Nutrition, Foods, and Exercise (10/30/15)
- Dr. Jean Heremans, professor of Physics (11/6/15)
- Dr. Edward Romero, Chief Diversity Officer at Texas A&M University-Commerce (11/13/15)
- Study Abroad Students (12/4/15)
- Steve Matuszak, instructor of Business (1/29/16)
- Dr. Paul Knox, Director of University Honors (2/5/16)
- Dr. Aarnes Gudmestad, associate professor of Foreign Languages & Literatures (2/12/16)
- Austin Larrowe, founder of Feed By Seed (2/19/16)
- Dr. Gordon Yee, Associate Professor of Inorganic Chemistry (2/26/16)
- Dr. Janell Watson, Associate Chair of Foreign Languages and Literatures (3/18/16)
- Dr. James Orr, director of Undergraduate Honor System (3/25/16)
- Dr. Elaine Humphrey, Director of Rice Center for Leader Development (4/1/16)
- Scott Buehrer, Vice President for Bionix Development Corporation (4/8/16)
- Dr. Thanassis Rikakis, Provost (4/15/16)
- John Milne, attorney & financial representative (4/22/16)
- Humphrey Fellows & Study Abroad Students (4/29/16)

### **Non-Student Presenters for The Exchange (8/20/15)**

- Danny White – Keynote Address
- President Timothy Sands – Welcome Remarks
- Dr. Jacob Grohs – “What is there to do in Blacksburg, anyway?”
- Dr. Ioannis Stivachtis – Civilizations and Global Hierarchies: Globalization and the Question of International Order
- Ennis McCrery – Professors are Friends, Not Frightening!
- Dr. Joseph Pitt – Is Language Your Program for Thinking?
- Patrick Tunno – Presidential Global Scholars
- Jay Read - Inclusiveness
- Keri Swaby – Harness the Power of Discovery: Undergraduate Research
- Amber Smith (and others) – Tweet Seats
- Dr. Jack Dudley – What’s the Word?
- Christina McIntyre – Go Big or Go Home: VT Student Competing at the National Level



### **Select Speakers for Convocation (8/21/15)**

- Christina McIntyre, Director of University Honors
- Dr. Tomalei Vess, Director of Science Engagement, Penn State
- Dr. Skip Garner, Executive Director of Office of Medical Informatics Translation, Training and Ethics

### **Rebel (Senior Fellow) Seminars**

- "Internationalizing a University" - Dr. John Dooley (9/29/15)
- Grad Chat with Dean Karen DePauw (10/8/15)
- "The Software Private Eye: Finding Ethical Violations" - Dr. Skip Garner (10/29/15)
- "Introverts: Shhh... What we're thinking might surprise you" - Jamie Penven (11/5/15)
- "Miss Representation" Viewing and Discussion by Amber Smith (11/2/15)
- "Prejudice and Racism: What's the Difference and What Difference Does it Make?" - Dr. Wornie Reed (3/15/16)
- "Mathematical Games" - Dr. Ezra Brown (3/17/16)
- Yoga Picnic with Dr. Leigh-Anne Krometis (5/6/16)

### **Renegade (Junior Fellow) Seminars**

- "How are We... Racing Together?" by Tricia Smith, Seyi Olusina, and other panelists (11/10/15)
- "Gender and LGBT" by Duncan Sims (11/17/15)

### **Mock Trial Justices & Attorneys (3/26/16)**

- Senior Fellows: Dr. Rick Ferraro, Dr. Skip Garner, Dr. Eric Kaufman, Kim Menier, Dr. Tom Staley
- Other Virginia Tech faculty: Dr. Jason Kelly, Steve Skripak
- Junior Fellows: Ian Beskin, Colleen Chrisman, Wolfe Glick, Michael Johnson, Eryney Marrogi, Karla Sepulveda, JC Wright

### **Non-Student Speakers for End-of-Semester Events**

- Dr. Leigh-Anne Krometis, Biological Systems Engineering (12/6/15)
- Jay Read, Translational Biology, Medicine, and Health Graduate Coordinator (5/1/16)
- Dr. Paul Knox, Founding Dean of Honors College (5/1/16)

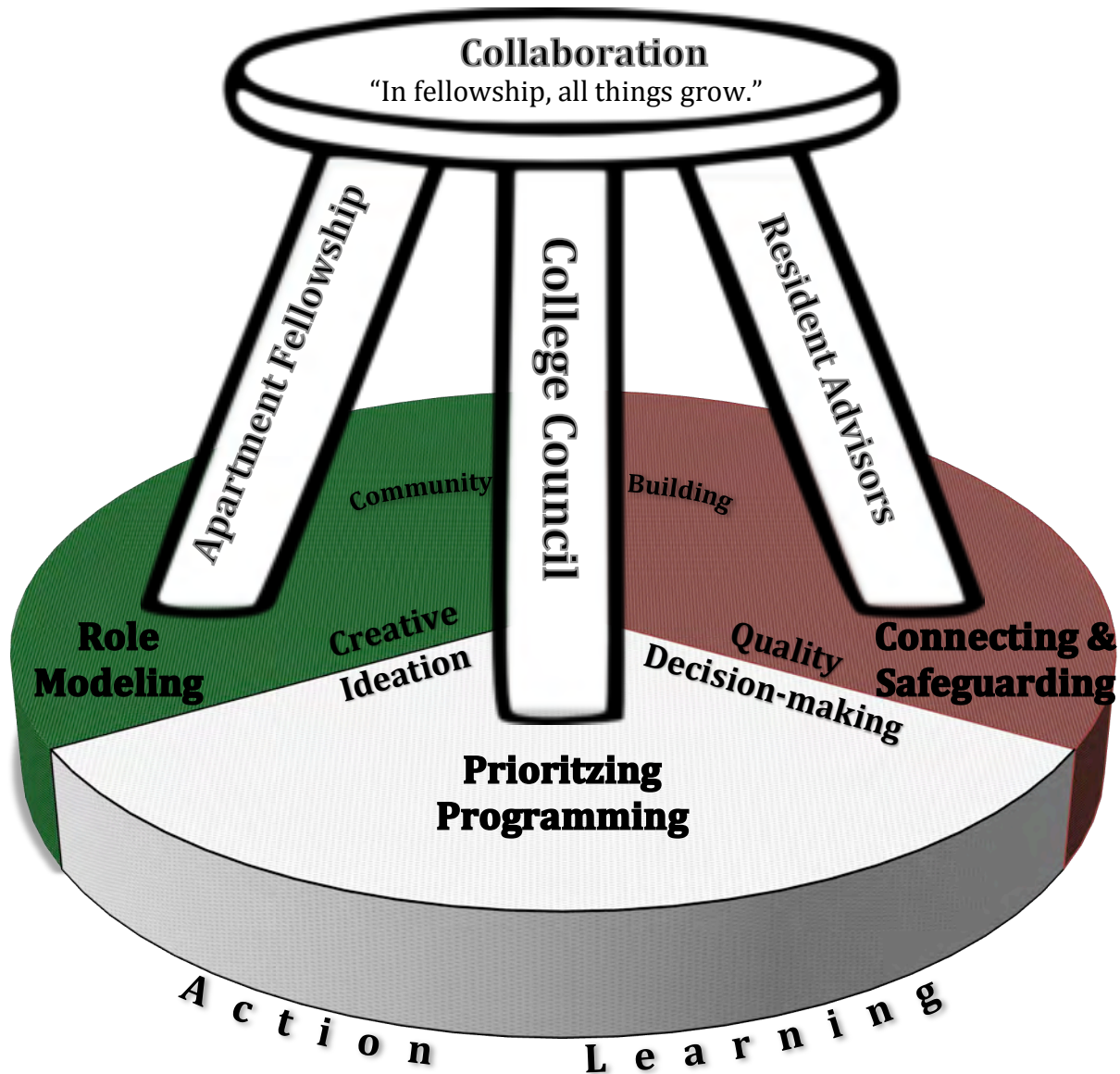
### **Co-Sponsored Events**

- Oxfam Hunger Banquet (11/6/15)
  - Dr. Catherine Larochelle, Agricultural and Applied Economics,
  - Dr. William Barbeau, Human Nutrition, Foods, and Exercise Science
- TEDxVirginiaTech (11/19/15)
- Take Back the Night (3/30/16)

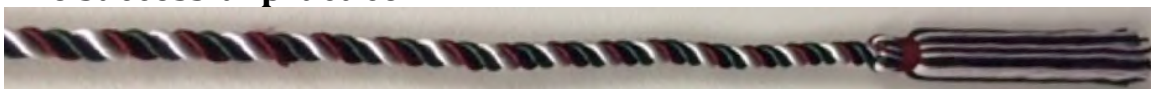


## Student Leadership Structure for the Honors Residential College at Virginia Tech

The conceptual model:



The successful practice:



This image of a commencement cord for the Honors Residential College (HRC) reflects the collaborative approach of all three student-leadership groups. There are distinguishable stands, but no single strand functions independently. What makes the cord strong and emblematic of the HRC is the interwoven nature of all three strands.



## **Student Leadership Structure for the Honors Residential College at Virginia Tech**

The Honors Residential College Council (HRCC), elected by a popular vote of the HRC fellowship, is the official governing body of the HRC. The HRCC advances priorities and initiatives of the Residential College by convening discussions, promoting opportunities, and allocating resources.

The Resident Advisors (RAs) are selected through a rigorous hiring process and trained to help connect members of the community to appropriate resources, including other fellows of the HRC. Whereas the HRCC sets broad policies and priorities for the community, the RAs are more engaged with daily decisions and are able to react to immediate needs that surface among the residents.

The Apartment Fellowship, appointed based upon group application and interviews, is charged with role modeling what it means to be an active and engaged HRCulean, regardless of formal position or authority. The Apartment Fellowship allows small groups of HRCuleans to pursue and promote niche opportunities for involvement and fellowship with one another, thus building a stronger community.



# Is College Worth It? That Depends

## Gallup-Healthways' definition of Well-Being

Well-being is comprised of five elements – and all five are **interrelated** and **interdependent**.



- **Purpose:** Liking what you do each day and being motivated to achieve goals
- **Social:** Having supportive relationships and love in your life
- **Financial:** Managing your economic life to reduce stress and increase security
- **Community:** Liking where you live, feeling safe, and having pride in your community
- **Physical:** Having good health and enough energy to get things done daily

## Findings from the Gallup-Purdue Index

The odds of thriving in all areas of well-being are:

**4.6x** Higher if ... Engaged at work

**2.5x** Higher if ... [College] prepared me well for life outside of college.

**1.7x** Higher if ... I had a mentor who encouraged me to pursue my goals and dreams.

**1.5x** Higher if ... I had at least one professor at [College] who made me excited about learning.

**1.5x** Higher if ... I had an internship or job that allowed me to apply what I was learning in the classroom.

**1.1x** Higher if ... I worked on a project that took a semester or more to complete.

**2.0x** Higher if ... Emotionally attached to school

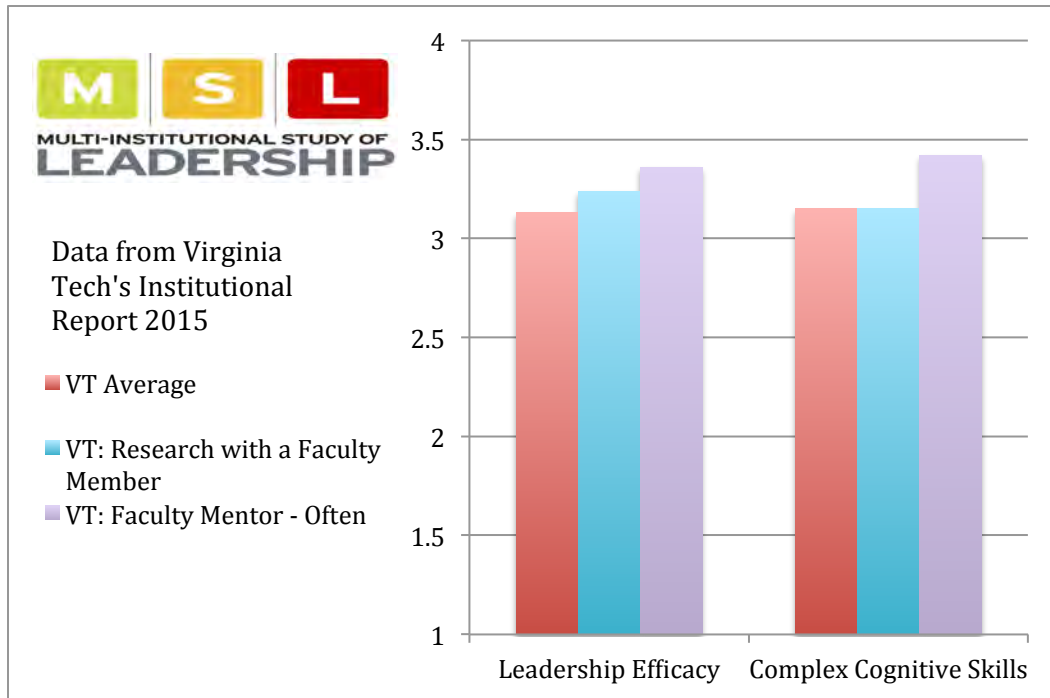
**1.9x** Higher if ... [College] passionate about the long-term success of its students.

**1.7x** Higher if ... My professors at [College] cared about me as a person.

**1.9x** Higher if ... graduates experience all three

**1.4x** Higher if ... I was extremely active in extracurricular activities and organizations while attending [College].

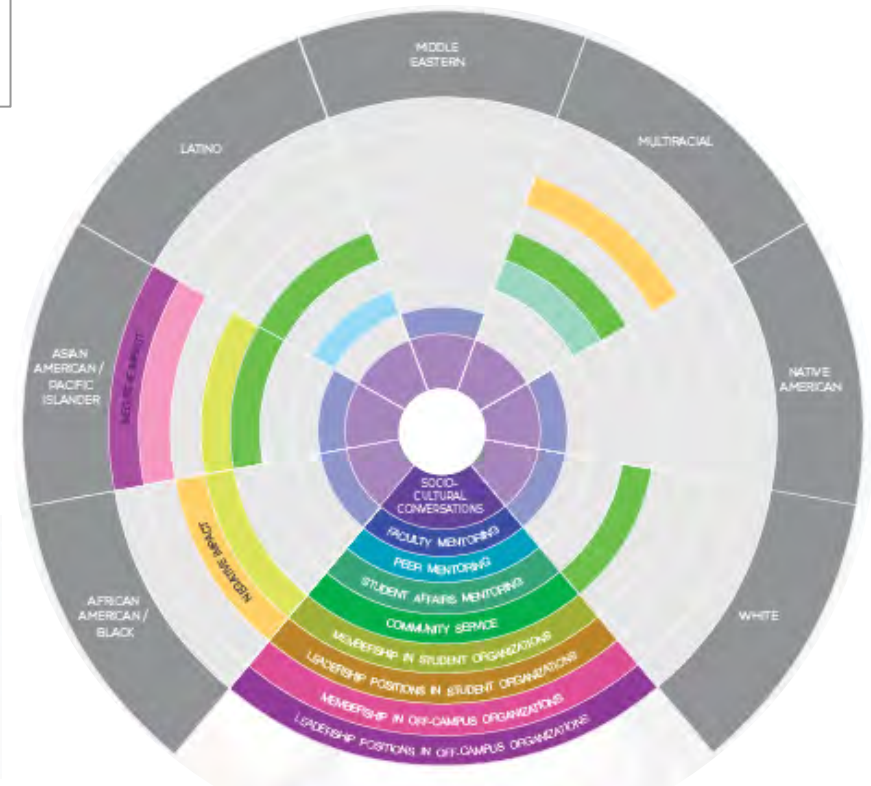
**1.3x** Higher if ... graduates experience all three



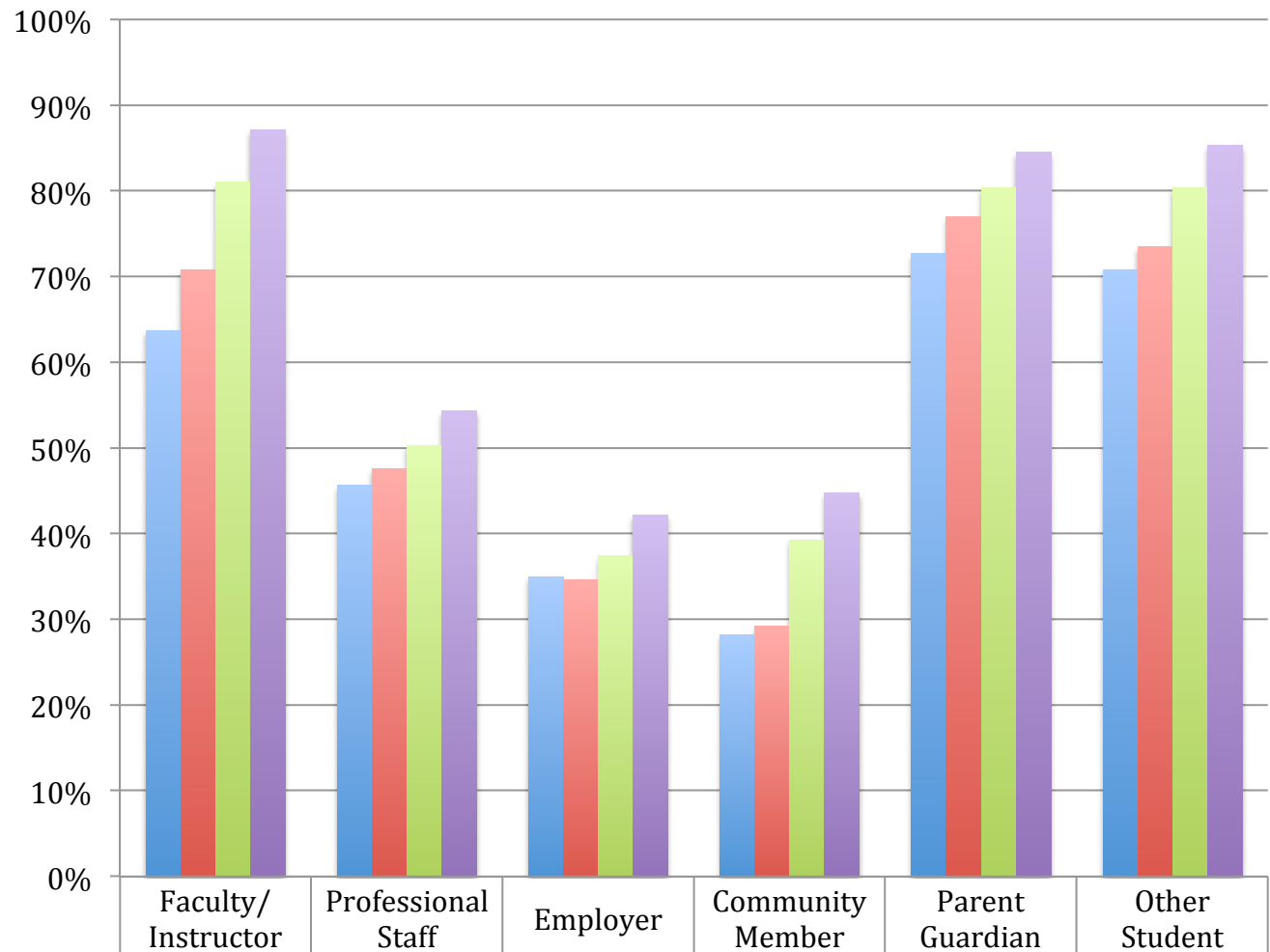
According to data collected at Virginia Tech for the Multi-institutional Study of Leadership, having a regular mentoring relationship with a faculty member has benefits beyond conducting research with a faculty member. Why do you think that is?

Looking at the broader data set from the Multi-institutional Study of Leadership, the factor most associated with students' leadership capacity was "socio-cultural conversations with peers." The factor next most important was faculty mentoring. In what ways might the two factors be related?

- 1 socio-cultural conversations with peers
- 2 mentoring relationships
- 3 community service
- 4 memberships in off-campus organizations



# Since you started at your current college/university, have you been mentored by the following types of people?



■ VT Average (n=1,101)	63.7%	45.6%	35.0%	28.3%	72.7%	70.8%
■ VT Honors Eligible, but not Honors (n=431)	70.8%	47.6%	34.6%	29.2%	77.0%	73.5%
■ VT Honors Student Average (n=163)	81.0%	50.3%	37.4%	39.3%	80.4%	80.4%
■ VT Honors Residential College* (n=116)	87.1%	54.3%	42.2%	44.8%	84.5%	85.3%


Note: Highlighted percentages are statistically significant ( $p < .05$ ) from the VT Honors Eligible Average.

\*Data on Honors Residential College is only for "honors eligible" students, based on the 3.5 GPA requirement of University Honors.



Audience Overview

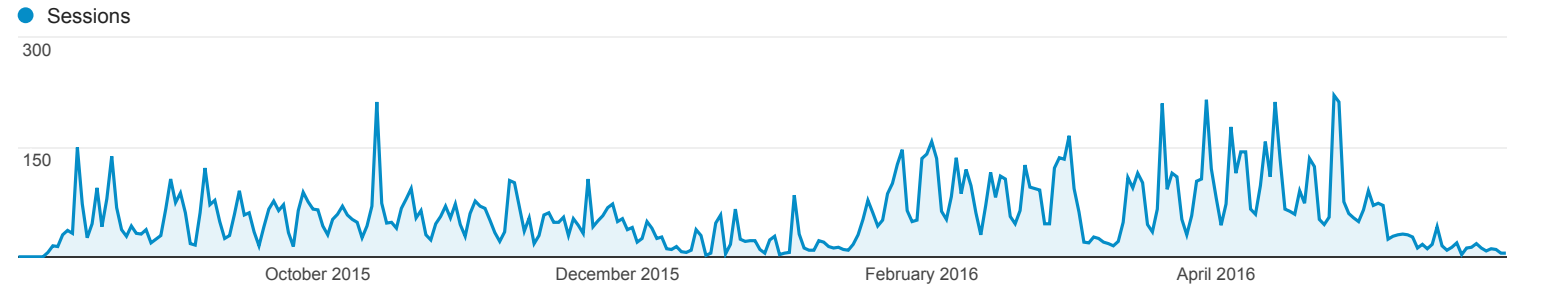
Aug 1, 2015 - May 30, 2016



All Users


100.00% Sessions

Overview




Sessions

17,331




Users

4,808




Pageviews

76,355




Pages / Session

4.41




Avg. Session Duration

00:04:34




Bounce Rate

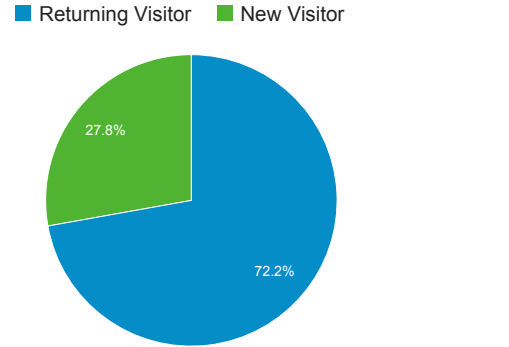
38.82%



% New Sessions

27.74%





City		Sessions	% Sessions
1.	<a href="#">Blacksburg</a>	12,816	<div></div> 73.95%
2.	<a href="#">(not set)</a>	340	<div></div> 1.96%
3.	<a href="#">Washington</a>	231	<div></div> 1.33%
4.	<a href="#">Charlottesville</a>	207	<div></div> 1.19%
5.	<a href="#">Virginia Beach</a>	84	<div></div> 0.48%
6.	<a href="#">Burke</a>	80	<div></div> 0.46%
7.	<a href="#">Arlington</a>	75	<div></div> 0.43%
8.	<a href="#">Ashburn</a>	71	<div></div> 0.41%
9.	<a href="#">Richmond</a>	67	<div></div> 0.39%
10.	<a href="#">New York</a>	64	<div></div> 0.37%

## **HRC Banquet 2016 – Kaufman Closing Remarks**

As we finish up this academic year, I want to make a few closing remarks, and the Big Idea of “constellations” is a good lead-in to that. The notion of being connected and creating something larger than ourselves is really at the heart of what I believe the HRC is all about. To be honest, many of you in this room are going to shine as bright stars, regardless of whether you have any connection with the HRC. What the HRC can offer, though, is a connection to others that gives us both support and a bigger purpose to our lives. When we understand our fit and role in relation to others, it gives us a perspective that can guide us through the remainder of our lives.

If we take a look back at the Gallup-Purdue Index, and the report on Virginia Tech in particular, we see that life in college matters for life after college, and it matters in a wide variety of ways. Gallup has identified five specific aspects of well-being: purpose, social, financial, community, and physical well-being. The good news is that Virginia Tech graduates are thriving in all five areas, and we do particularly well in the area of purpose well-being. But, how does time at Virginia Tech contribute to that? Well, the report highlights three practices that are areas of focus within the HRC:

- 1) My professors at Virginia Tech cared about me as a person.
- 2) I had at least one professor who made me excited about learning.
- 3) I had a mentor who encouraged me to pursue my goals and dreams.

As we look at these relationships, the HRC leads the university in every aspect. Notably, HRCuleans report a 36% higher rate of mentoring relationships with faculty, and I credit that in part to our senior fellows that support the HRC.

As you reflect on your year, I would like you to consider who has made an impact on your life. At your tables, there are HRC note cards, which you can use to write a brief note of thanks to someone who has been a mentor or inspiration to you. You don’t need to do it right now, but I would like you to take a card and share a note with someone that has been a bright star for you. As we think about all of our connections, sharing our gratitude will help ensure those stars continue to shine bright, not only of us, but also for others that are observing the constellation of stars.