

Division of Student Affairs Annual Report 2006-2007

The Division of Student Affairs is committed to the growth, development, and achievement of all students at Virginia Tech. The division is responsible for many aspects of a student's college experience, including health and wellness programs, student activities, career services, multicultural programs and services, diversity awareness, residential life, and leadership training. Because of the extensive scope of the critical resources that the Division of Student Affairs provides, the division plays a key role in supporting Virginia Tech students from their first day on campus to their last. The Division of Student Affairs contributes to the academic mission through the cultivation of an educational environment that will inspire students to participate in activities outside the classroom – enriching their educational and personal development. The division also strives to encourage students to apply what they have learned in the classroom to their lives and is committed to providing a holistic educational experience that promotes personal and professional standards of ethical behavior and good citizenship. At its core, the Division of Student Affairs embodies the university motto, *Ut Prosim*, "That I May Serve."

A. Response to Events of April 16, 2007

The 2006-2007 academic year was framed by tragic events that deeply affected the Virginia Tech community and significantly impacted the work of the Division of Student Affairs. On the first day of classes in the 2006 fall semester, a shooting incident that began at Montgomery Regional Hospital progressed to the campus, resulting in the deaths of a hospital security guard and a Montgomery County corporal and forcing a campus-wide manhunt. The 2007 spring semester then drew to a close with the largest campus shooting in United States history that left 33 students and faculty dead and approximately 25 injured in the attacks. Understandably, this later tragedy overshadowed all of the activities of the entire university and became the primary focus of the Division of Student Affairs for the remainder of the academic year. The following are understandably just a few of the important contributions that the division made in the aftermath of the April 16th incident:

- From 7:57 a.m. on the morning of April 16, the Vice President for Student Affairs provided leadership oversight for the university community, the division of Student Affairs, the families of the deceased and injured, and the external community at-large. Though too numerous to delineate the actions included: 1) serving as a member of the command center and engaging in tactical and strategic discussions; 2) providing leadership and direction for directors and members of the executive leadership team; 3) meeting with university, local and state law enforcement; 4) meeting with the parents of the deceased students; 5) visiting hospitalized students; 6) planning a globally televised university convocation which included working with the United States President's advance team; 7) providing interviews and participating in press conferences; 8) developing strategies which impacted currently enrolled student success; 9) attending funerals and memorials; and 10) developing support and recovery initiatives for returning students.
- The **Dean of Students Office** took a lead role in our emergency response efforts to address the April 16th tragedy, collaborating with academic departments and coordinating the work of the liaisons for the injured students and the families of deceased victims. Beyond this role, the Dean of Students Office has provided the

guidance and support for the division's work with the entire student body and their parents.

- From 8:00 a.m. on the morning of April 16, the **Cook Counseling Center** worked with the university community to deal with the grief and trauma inflicted by the wounding and murder of so many victims. In response to the tragedy, counseling center staff members worked with families, friends, and classmates of the injured and deceased in individual and group sessions. In the immediate aftermath of the shootings, the Cook Counseling Center was open for extended hours in the evenings and weekends that followed, continuing until the commencement ceremonies five weeks later. Staff members saw a dramatic increase in student visits following the shootings; literally hundreds of students were seen in individual sessions. Additionally, staff members conducted over 70 outreach efforts reaching thousands of students, faculty and staff. When classes resumed on April 23 and 24, the staff organized a volunteer response with over 305 trained mental health providers who attended every class in which an injured or deceased student or faculty member was enrolled. Similarly, at commencement, over 50 volunteers from the community joined with staff to attend each of the more than 30 ceremonies on campus. Responding to the crisis, planning for the resumption of classes in fall, and reviewing policies and procedures continued to be the prime focus of the center's activity over the summer months.
- On April 16th **Multicultural Programs and Services** (MPS) provided the Black Cultural Center as a place of refuge for the survivors who were in Norris Hall during the shootings. In the week following the incident, MPS worked closely with the Korean Student Association and various other Asian student groups to help them address any cultural backlash they might experience.
- The events of April 16th significantly impacted the international community at Virginia Tech and the **Cranwell International Center** provided a central place for students to gather and support each other. Sponsored events included a week of afternoon open houses and two Friday night cookouts. In addition, Cranwell assisted the community by providing flags, cultural knowledge, and translating services. They coordinated with federal and state agencies on issues involving the victims and their families and provided logistical support for the funerals or memorials of several international victims.
- The families of the deceased victims and each of the wounded victims were assigned a university liaison. The **Dean of Students Office** provided coordination of the liaisons for the families of deceased students, while **Career Services** and **Services for Students with Disabilities** coordinated the liaisons for wounded students. The majority of these liaisons are staff in the **Division of Student Affairs** who have been providing this important service in addition to their regular responsibilities.
- **Schiffert Health Center** physicians visited wounded students in area hospitals and provided special wound care to injured students after they were released from the hospital.
- Since two of the shootings occurred in a residence hall, the **Residence Life and Housing and Dining Services** staff worked to reach out to and reassure the other residents and student staff members. They processed room change requests for students who did not want to continue living in Ambler Johnston Hall, and as student staff began to leave campus early they found a way to cover their responsibilities.
- **Recreational Sports** kept the recreational facilities open and provided recreational and fitness opportunities during two university authorized closings so that students could have an outlet for stress relief during these difficult times.
- **Student Activities** was active in advising Hokies United in their response to the shootings. Hokies United organized four major events accommodating more than 60,000

people, and they continue to raise money by selling t-shirts and act as a conduit for other commemorative activities.

- **University Unions** served as the central receiving point for thousands of memorial tributes, posters, and banners that were delivered to the university from around the world. Staff and volunteers displayed these items in Squires and Johnston Student Centers to support our grieving community. Shortly after commencement they began the laborious task of taking down the memorials and cataloging and preparing them for archiving. During the aftermath of April 16th, War Memorial Chapel served as a refuge for a community in mourning and the Breakzone in Squires offered free bowling and billiards as recreational therapy.
- Families of deceased and injured students were invited back to campus to participate in commencement ceremonies and to receive diplomas on behalf of deceased students. Conference and Guest Services staff in **Housing and Dining Services** and **Student Programs Conference Services** provided housing and meal plans free of charge to seven families of injured students and 14 families of students killed in the campus shootings. The staff in these departments worked around the clock for several weeks to prepare for these families and to ensure that their visit would go as smoothly as possible. The Housing and Dining Services staff also worked to pack up and deliver the belongings of deceased students (both on and off campus) back to the families.
- The **Office of Judicial Affairs** canceled all judicial hearings scheduled for the week of April 16. Graduating seniors were required to resolve their judicial matters prior to the end of the semester, and students facing possible suspension were encouraged to resolve their cases before the start of the fall 2007 semester. All other students were given the option to reschedule or postpone their hearings until the fall 2007 semester.
- **Services for Students with Disabilities** continues to work closely with students physically injured and emotionally impacted by the incident to enable them to receive the accommodations necessary to return to the classroom and continue their academic careers.

B. Accomplishments Related to the University Strategic Plan: The Education of the Whole Student

The Division of Student Affairs supports the mission of Virginia Tech through the development of campus environments, programs, and services that complement the university's teaching and learning focus and its mission to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve quality of life.

The division is committed to assisting students in developing personal and professional standards of ethical and civil behavior and good citizenship. To create students who embody the service orientation expressed in the university motto, opportunities are provided for students to engage in leadership and experiential learning opportunities. To educate the whole person, comprehensive student programs are developed that enhance the quality of life for all students and encourage productive, healthy lifestyles.

1. Contributions to the holistic and transformative educational experiences of students

In terms of its contributions to the holistic and transformative educational experiences of students, the Division of Student Affairs develops co-curricular programs that specifically support the academic mission of the university. The division partners with academic units and external communities to offer leadership, service, and experiential learning opportunities for students that focus on multicultural and international competencies, ethics, and excellence. The

following are some examples of initiatives that contribute to the educational experiences of students:

- **Alcohol Abuse Prevention Task Force**

The work of the Alcohol Abuse Prevention Task Force has been ongoing during the 2006-2007 academic year. Commissioned in the spring of 2006 by President Charles Steger, the task force was established to address the increasingly dire statistics regarding alcohol abuse among Virginia Tech students. The number of students consuming alcohol and the number of alcoholic beverage violations has steadily increased during the past four years. The task force was charged with examining the extent of high-risk drinking behavior among Virginia Tech students, reviewing “best practices” at other universities and colleges in the United States, and proposing an alcohol abuse prevention plan to address the needs of all students. The task force included representatives from all areas of campus and the community: faculty members from numerous academic departments, student affairs professionals, athletic department representatives, members of the alumni association, University police personnel, student representatives, and members of the Blacksburg community.

The Virginia Tech Plan proposed by the task force includes recommendations concerning on-campus procedures and programming, off-campus campaigns and events, university education and prevention programming, athletic event programming, and regulation or violation enforcement policies. In addition, each Alcohol Abuse Prevention Task Force Sub-Committee identified and outlined several goals, both short-term and long-term, in order to address systemic and situational factors culminating in alcohol abuse among college students at Virginia Tech. The short-term and long-term goals draw on the expertise and resources of university officials, community leaders, students, and local law enforcement officials.

- **University Life Roundtable**

The second annual University Life Roundtable was held during the 2006 fall semester and provided students with an opportunity to learn more about the services offered by student affairs and to provide feedback on issues of inclusion and campus climate in a fun, up-beat setting. Participants had a favorable impression of the event, found the discussion engaging, and learned about the support services provided by the Division of Student Affairs.

- **Division Sub-Committees**

Three division sub-committees were established this year to strengthen the programs that contribute to the educational experiences of students. The first committee was charged with focusing on leadership development, the second on learning communities, and the third on addressing Southern Association of Colleges and Schools accreditation requirements.

- **While You're Away Program**

One of the many ways that the Division of Student Affairs supports academics is through the *While You're Away* program. This unique program offers the university community and faculty, in particular, a series of class presentations that can be scheduled when faculty are out of town for conferences and other professional responsibilities or as a supplement to the course syllabus. The *While You're Away* program provided approximately 200 class presentations for faculty during 2006-2007.

- **Academic Relief and Suspension Appeals**

Schiffert Health Center, Cook Counseling Center, and Services for Students with Disabilities collaborated with the associate deans of the colleges to facilitate requests for academic relief and suspension appeals for students with medical, psychological, and disability needs.

- **Services for Students with Disabilities (SSD)**

SSD supported the educational development of students by providing in-service training for academic advising groups and various academic departments upon request. They also provided training regarding SSD services and how to accommodate students with disabilities during the graduate teaching assistant orientation program and to residence hall advisors. SSD provided interpreting services for Virginia Tech employees and students who are deaf or hard of hearing so they could fully participate in meetings, workshops, and co-curricular activities. In addition, an SSD representative served on the Universal Design of Instruction faculty research group, which researched test construction for individuals with learning difficulties.

- **Schiffert Health Center**

Schiffert Health Center collaborated with the Graduate School to ensure that graduate students receive medical services during the summer.

- **Recreational Sports**

Recreational Sports provided opportunities for field study students from Finance, Human Nutrition, Foods, and Exercise, Human Resources, and Business Management to receive academic credit for work in the Department of Recreational Sports.

- **Cranwell International Center**

Cranwell International Center offered the International Bridge Program (UNIV 2984) to 28 students in the fall 2006 semester. This course helps international students ease their transition to Virginia Tech. In addition, Cranwell offered Exploring American Society (UNIV 2984) to 20 students. This course focuses on United States cultural and societal norms and their construction.

- **Dean of Students Office**

The Dean of Students Office enhanced the 2006 summer orientation program by including a *Parents as Partners* session and an evening gathering for Hokie Parents. In addition, a Hokie Parent Rest Stop was provided to parents during August move-in. Plans for the 2007 summer orientation include a re-designed orientation program specifically for transfer students which should better meet their specific needs.

- **Student Activities**

The Student Activities Leadership Development Office offered multiple workshops, conferences and non-credit classes exclusively dedicated to student leadership development. Total participation in leadership programs was 704 students for 4,159 student-program hours and 1,080 community service hours. The Leadership Tech program, which provides an educational program of curricular, co-curricular, and service experiences designed for student leadership development, was expanded to include a second year leadership development experience for sophomore students who participated in the program as first year students. In addition, the Student Government Association (SGA) saw increases in all of its major programs including Hokie Effect, which sold 75,000 Orange and Maroon Effect T-shirts; VA 21 Ballot Drive, in which the Virginia Tech SGA led Virginia again

this year in the statewide absentee ballot drive; the Big Event, which established 350 volunteer jobs in the local community involving more than 4,000 Virginia Tech students; and Relay for Life, which raised more than \$280,000 for cancer research, placing it 3rd in the nation among college relays.

- **Residence Life**

Residence Life developed and implemented a bilateral student exchange with Tec de Monterrey in Monterrey, Mexico that includes academic coursework and employment as resident advisor/*prefecto*. Residence Life also implemented a new programming model which was very well received and successfully matched up supervisory needs, leadership development elements, and departmental/divisional missions. Finally, the department successfully instituted the *Theme Programming Series*, multiple programs connected topically to the respective theme housing program, in spring 2007.

- **Fraternity and Sorority Life**

Fraternity and Sorority Life developed a new curriculum for leadership development and peer education courses that focuses on values and the original missions of their organizations and offers more opportunity for self-reflection and discussions on emotional intelligence.

- **Multicultural Programs and Services**

Multicultural Programs and Services offered the *Finding My Path* lecture series that introduced new audiences of students to the career and academic histories of minority faculty and administrators. Members of the Virginia Tech community addressed discovering meaning and purpose in life, and they explored important life lessons on the journey to finding their career path.

- **Corps of Cadets**

The Corps of Cadets partnered with the Pamplin College of Business to present the annual Cutchins Lecture by noted historian and Pulitzer Prize winning author, Doris Kearns Goodwin. Dr. Goodwin discussed her research on Abraham Lincoln's leadership prior to and during his presidency of the United States during the American Civil War.

The Corps of Cadets also collaborated with the University's Center for Academic Enrichment and Excellence (CAEE) on the procurement and issuance of detailed daily planners to all cadet members of the Class of 2010. Additionally, they collaborated with that office to instruct all freshmen in student time management (application of daily planners) and study skills (reading, note taking and test preparations) for the collegiate level. These efforts improved the academic performance of freshmen as reflected in a class semester QCA of 2.62 for the fall semester and, once the learning skills were inculcated, the attainment of a 3.29 QCA for the spring semester. Overall Corps academic performance was the best on record, with a fall semester QCA of 2.87 and 3.30 in the spring.

- **Career Services**

Career Services enrolled 525 students in the Cooperative Education and Internship Program and 53 in the Externship Program. In addition, Career Services offered seven sections of its for-credit class, Career Exploration (UNIV 2004).

- **Housing and Dining Services**

The Division of Student Affairs assists the university in attracting high caliber students through its award-winning dining program. Virginia Tech's Dining Services ranked second in the country in this year's edition of the Princeton Review's *Best 361 Colleges 2007* edition. In addition, Dining Services received the Franchise of the Year Award from Au Bon Pain Corporation, which was the first one awarded to a college/university in the United States.

2. Multicultural competencies in students and employees (Diversity Accomplishments)

The Division of Student Affairs works to create campus environments that help recruit, retain, and graduate students of diverse backgrounds, that are welcoming to all, that promote supportive and inclusive communities, and that contribute to a just and caring campus. The following are examples of initiatives that support the development of multicultural competencies:

- **Division of Student Affairs New Faculty**

The division was successful in attracting a diverse group of new faculty in 2006-2007. Among the 14 new faculty members who were hired, there were five women (35.7%), three African-Americans (21.4%), one American Indian (7.1%), and one Latino/Hispanic (7.1%).

- **Intercultural Development Inventory**

The Intercultural Development Inventory was used this year to assess the intercultural sensitivity of the faculty and staff of the Division of Student Affairs. The instrument was administered to a group of 244 division employees and the results will be used to design and implement staff trainings to improve intercultural sensitivity and to build a professional work environment that is able to attract and retain a diverse workforce.

- **Workplace Harassment and Violence Prevention Training**

The Vice President for Student Affairs required Workplace Harassment and Violence Prevention Training sessions for all employees in the Division of Student of Affairs on a department by department basis. A plan has been established to provide the training to entering employees to the Division.

- **Multicultural Programs and Services (MPS)**

An internal reorganization moved Multicultural Programs and Services from Academic Affairs to become the newest department in the Division of Student Affairs, now located in Squires Student Center adjacent to the newly-renovated Multicultural Center. Significant programs sponsored this year by MPS included the co-sponsorship of an Undoing Racism workshop in June 2007 which involved students, faculty, and local community members in an examination of issues of race within society and its institutions. The *Each One, Reach One* peer mentoring program was developed to support underrepresented first year students. MPS also collaborated with the Dean of Students Office to support the formation of the Alliance for Concerned Students, a student advisory group formed to promote intercultural exchange and the enhancement of campus climate.

- **Dean of Students Office**

The Dean of Students Office provided oversight of SafeWatch, a community reporting system which allows anyone affiliated with the university to report bias-related events. The 2006 fall semester Campus Climate Check-Up was planned and implemented by a student committee advised by the Dean of Students Office. This year the Dean of Students Office also shifted to a joint effort related to the Campus Climate Team, co-chairing this group with Multicultural Programs and Services.

- **Cranwell International Center**

Cranwell International Center continues to provide on-going immigration services and referrals to students, spouses, and the community. In terms of diversity education and training, Cranwell presented “Working with International Students” at the annual DSA staff development gathering on September 21. Cranwell also presented “Global Diversity is the name, Soccer is the game” at the Scholarship of Diversity Conference in Blacksburg. For the first time in more than a decade the International Street Fair was forced to move indoors on April 15, 2007 due to inclement weather; in spite of the poor weather, over 6,000 people attended the event and the 42 international student groups experienced great success at their booths. Unfortunately the tragic events of April 16th cut short the activities planned for this year’s International Week.

- **Services for Students with Disabilities (SSD)**

Services for Students with Disabilities advised and counseled students regarding the concept of “self advocacy.” This aids students in becoming more attuned to themselves, their needs, being able to educate others about disabilities, and valuing the differences in others. SSD also provided interpreting services for Virginia Tech employees who are deaf/hard of hearing at meetings and workshops.

- **Fraternity and Sorority Life**

Fraternity and Sorority Life received approval for a new assistant director position solely responsible for the advisement of the National Pan-Hellenic Council (NPHC) and the United Council of Fraternities and Sororities (UCFS). The department hosted its first *Meet the Greeks* event, an opportunity for unaffiliated students to learn more about NPHC and UCFS chapters. This is an important new event in that the numbers of members in the NPHC organizations are exceptionally small and the pool of students they draw from across campus is also small. This format afforded students the opportunity to view all of their possibilities for membership in NPHC organizations by attending a single event.

- **Black Alumni Reunion**

The Division of Student Affairs worked closely with Alumni Relations and the Black Cultural Center Alumni Board to plan a Black Alumni Reunion during the 2007 spring semester. This reunion also provided an opportunity to celebrate the 15 year anniversary of the opening of the Black Cultural Center.

- **African American Clergy**

Communication and relationships with local and regional African American clergy was a focus of the Division of Student Affairs this year. A meeting with the African American clergy was held to introduce them to the division and establish a working relationship. There is also a need to increase their presence during high profile student events such as Orientation, family events, and other similar programs.

- **Student Activities**

Within Student Activities, 40 students in the Leadership Tech Emerging Leaders (freshman) program attended and participated in 80 multicultural events and activities. The curriculum for the Leadership Tech Engaging Leaders (sophomore/junior) program (35 students) included international and multicultural issues through two primary means – the program’s book and group discussions. Multicultural competencies in Leadership Tech (110 students) were fostered through the small learning groups comprised of students of different cultural backgrounds. Students in these groups have the opportunity to hear other’s views on a range of issues related to personal development and leadership. Virginia Tech Unions co-

sponsored several speakers with multicultural organizations on campus including Dr. Ruth (with Virginia Tech Hillel), a concert called “The Roots” (with Virginia Tech Black Student Alliance), and Anthony Rapp (with Virginia Tech LGBTA). The Student Government Association also established a diversity board and was able to push through legislation for a diversity requirement in the Curriculum for Liberal Education (formerly known as the Core Curriculum) and constructed a study of on-campus climate issues.

- **Residence Life**

Residence Life collaborated with Multicultural Affairs to develop MOSAIC, the Multicultural Opportunity Social Awareness Interest Community. This newest living community encourages students to engage in dialogue about social justice and diversity in a shared academic and residential environment and to move beyond tolerance by fostering more understanding of and empathy for people of different backgrounds. Students take a required three-credit course in which they can learn from each other about the individual effects of racism, ageism, homophobia, religious intolerance, and other forms of discriminatory behavior. Members of the MOSAIC community also participate in bi-weekly residence hall programs, community-building efforts, service learning projects, faculty mentoring programs, and activities pertaining to diversity and social justice.

3. Support of continuous improvement through assessment of student learning outcomes in co-curricular programs

The Division of Student Affairs strives to articulate student learning outcomes that connect co-curricular experiences to the education of students in a developmentally appropriate manner.

- **Program Reviews**

The Division of Student Affairs initiated a systemic departmental program review process, which will occur over a four-year period. This first cycle, five departments participated in the process: Cranwell International Center, Services for Students with Disabilities, Judicial Affairs, Student Activities, and University Unions. Judicial Affairs and Services for Students with Disabilities completed their reviews and have generated sets of program recommendations. In addition, both departments are in a position to identify and establish a process for measuring student learning outcomes. A second set of departments has been identified to undertake the program review process for 2007-2008.

- **Program Evaluation and Needs Assessment Measures**

Ongoing program evaluation and needs assessment measures are conducted by most departments in the division. Some highlights of these studies include:

- Career Services developed learning outcomes for each area within its mission, and pilot surveys are being administered after advising sessions and workshops. Assessments have also been administered and improvements made in areas such as career fairs, employer experiences with the office, student workshops, the externship program, Cooperative Education and Internship Program learning objectives, the Post Survey, freshmen and sophomore awareness, the Career Decision Making Class, and the Mock Interview Program.
- Student Activities found that Leadership Tech participants reported significant learning gains in: 1) understanding leadership as participative transformation rather than positional authority; 2) deepening their self-awareness and self-understanding; 3) developing their interpersonal and multicultural competences; and 4) increasing their sense of social responsibility.
- The Campus Alcohol Abuse Prevention Center evaluated *Reality Check* workshops for judicially mandated students and interventions to reduce alcohol

- consumption during 21st birthday celebrations. In addition, the center completed a study on the role of alcohol in injuries seen in the medical clinic.
- Student Activities conducted a review of the Budget Board that resulted in a streamlined annual funding process to make it more user-friendly and to relieve the workload of the board members. The small grant process was revamped to an electronic procedure. The Student Government Association and Graduate Student Assembly Budget Boards were consolidated and renamed the Registered Student Association Budget Board. This newly restructured board will have equal membership of undergraduate and graduate students and be chaired by the Assistant Director of Student Organizations.
 - Schiffert Health Center participated in the American College Health Association benchmarking surveys for three areas. They also underwent a 3-year re-accreditation with the Accreditation Association for Ambulatory Health Care.
 - Cook Counseling Center's pre-doctoral internship program underwent an APA re-accreditation process this year that culminated in a site visit that took place in June 2007.
 - Services for Students with Disabilities conducted a study of graduation rates of 184 Virginia Tech students with disabilities who were enrolled during the summer and fall 2002 semesters. Data for all 184 students were analyzed using SPSS and considered race, gender, disability, major, QCA, and record of former suspensions. This group was compared to the University's overall graduation rates. Overall, students with disabilities are achieving four year postsecondary graduation at only slightly lower rates (-4.4%) compared to the overall university averages. These findings indicate that the SSD office is making a positive impact on the success of students who register for services and especially for those students who register early in their academic careers with SSD.
 - The Corps of Cadets mentored approximately 50 cadets in the development of their leadership styles utilizing the Kersey Temperament Survey to (1) identify individual temperaments, (2) develop the strengths and recommend areas to improve upon related to an individual's temperament, and (3) conduct subsequent assessment and feedback on leadership performance related to the temperament of cadet leaders.
 - The Corps of Cadets administered and analyzed the responses to a command climate survey to ascertain, in part, gender and ethnic issues related to (1) cadet leader assignments, (2) faculty and staff professionalism, (3) nature of actions and speech between cadets, (4) safety and acceptance of minorities on campus, (5) knowledge of reporting procedures for perceived misconduct incidents, and (6) thoroughness and fairness of adjudicating reported incidents.

4. Improvement of the capital assets that underpin student learning and support programs

The Division of Student Affairs strives to provide campus facilities and infrastructure that support its programs, are accessible to people with disabilities, attract top-tier domestic and international students, enhance the on-campus residential living experience, and contribute to the holistic education of students.

a. Facilities

- **McComas Addition**

- The capital project of expanding the health and wellness facilities in McComas Hall kicked off with the selection of Hughes Group Architects.

- The expansion project is underway as we work to improve our overcrowded facilities to provide our students with an opportunity to have better planned and focused recreation opportunities as well as health and psychological service facilities.
- **Housing and Dining Services**
 - The design and development of the two new residence halls continues, striving to create innovative showcase buildings for the next generation of students.
 - With the renovation of Ambler Johnston Hall, the department seeks not only to update the building to current standards, but also to push forward in terms of renovation and design. The department intends to convert the residence hall into a series of communities that are inviting and comfortable for twenty-first century residents.
 - Other Housing and Dining Services facility achievements include:
 - Completing the Owens Banquet Hall renovation
 - researching the development of a new dining facility on the academic side of campus
 - transitioning dining plan offerings from meals-per-week to Flex plans
 - improving operation of the MP2 Work Order System
 - replacing roofs on Pritchard and Slusher residence halls
 - moving occupancy database systems to a web-based format
 - filling and training new employee positions
- **University Unions**
 - The Graduate Life Center auditorium was refurbished to provide a safe, comfortable environment for academic and student service programs.
 - Combined efforts of Residence Life, Housing and Dining Services, University Unions and Student Activities, and the Graduate School helped with the first fully operational year of the Graduate Life Center at Donaldson Brown.
 - The renovation of the Cultural Centers was completed in September of 2006. The Centers are currently utilized on a daily basis with over 30 hours per week of regularly scheduled reservations.
 - University Unions provided space and financial support to incorporate the Multicultural Programs & Services Department in Squires.
- **Dean of Students Office**
 - The Dean of Students (DOS) Office successfully moved to a new off-campus location late in the 2006 fall semester.
- **Services for Students with Disabilities**
 - Services for Students with Disabilities (SSD) is represented on the ADA Executive Committee which provides input and consultation regarding accessibility to classrooms, residence hall facilities, and other building, facilities and programs both on campus and at the satellite offices. That office is currently in need of new office space, as the renovation of Henderson Hall is slated to begin during the 2007-2008 academic year.

b. Financial Assets

- The Division of Student Affairs added a Director of Development for Student Affairs and Parent Support. With the assistance of this position, the division developed its

Campaign for Virginia Tech case statement, identified a series of campaign initiatives, and set an overall fundraising goal of \$2 million.

- With its fundraising operation already solidly in place, the Corps of Cadets aggressively executed a fundraising plan with \$2.1 million received in cash and another \$2.2 million pledged. The Corps also developed a strong case statement for the Corps of Cadets for the University's Campaign for Virginia Tech.
- On January 31, 2007 the Corps participated in Hokie Day with the Virginia Legislature in Richmond. In attendance were four cadets, the Corps Alumni Director, the Commandant, Corps alumni, University leaders and other alumni. The Corps' objective was to enlighten legislators of the use of the unique military activities appropriation (UMA) at Virginia Tech and to encourage support for future increases.

c. Computing/Database Assets

- Judicial Affairs adopted a new, more comprehensive integrated online judicial database system which allows Residence Life staff to submit referrals online and have a secure connection to the Banner student information system.
- Career Services used technology to facilitate more effective and efficient operations, such as selection of a new calendar system and a new system for jobs, resumes and interviews; development of a workshop request management system; implementation of an IT tracking system; development of a CD to promote experiential learning; and the compliance of their website with the new university standards.
- Student Programs Planning and Business Services has worked to automate manual systems, reducing manual accounts payable entries by more than 80 percent and automating uploads of U.S. Food Service invoices to eliminate double-entry by the Controller's Office and reduce reconciliation variances at month-end.
- Student Programs Information Technology made significant progress in enhancing reliability by moving servers from the basement of Owens Hall to the Campus Computing Center and researching, designing, and implementing a domain file system, allowing two or more servers to work together to provide file storage. All shared drives are now using this technology and all individual users' drives will be moved before classes resume. Aging servers for key departmental systems have been replaced by new hardware and all new servers are now behind hardware firewalls increasing the integrity, confidentiality, and availability of the systems.

5. Investment in division staff morale, recognition, and professional development

The Division of Student Affairs recognizes that its faculty and staff employees are essential to the delivery of high-quality programs and services to students. In an effort to attract and retain the highest caliber of employee, the division strives to provide its employees with competitive salaries, opportunities for professional development, and recognition for outstanding performance.

- The division's faculty salary study was updated and special salary adjustments were requested for a number of faculty whose salaries were determined to be below market levels. In addition, careful review was given to the salaries of classified and university staff and adjustments were recommended during the annual in-band review process.
- A new recognition and awards program was developed and implemented during 2006-2007, with awards being given to employees who (a) participate in the development of campus community, (b) plan and execute an outstanding program, (c) provide high quality service to students, and (d) succeed with a collaborative

- effort or partnership across the division or university. The awards for 2006-2007 will be presented at the fall division meeting in September.
- Several professional development opportunities were provided to division employees. This year the division's annual fall meeting was expanded to a full day of professional development activities, which included a motivational keynote speaker and a series of interest sessions on a variety of topics. More in-depth professional development workshops were also held for various groups of employees during the fall semester, including new professionals, staff employees, and mid-level managers. In addition, assessment-related workshops were offered throughout the year on such topics as Student Learning Outcomes Assessment, facilitated by Terrell Strayhorn; Introduction to Assessment, facilitated by Ray Van Dyke; and Survey Design, facilitated by Susan Willis-Walton. A session on Conducting Focus Groups, facilitated by Ellen Plummer, was scheduled but had to be cancelled due to the events of April 16.
 - While the majority of auxiliary departments in the Division of Student Affairs have been able to provide employees with access to the tuition waiver program, several have not had the funding to be able to do so. This year Schiffert Health Center requested and received approval in its 2007-2008 auxiliary budget to fund a limited number of tuition waivers for its employees. The College Alcohol Abuse Prevention Center also was able to increase its funding for this purpose.
 - The Higher Education Program (HED) provides opportunities for division staff to advance their graduate education while being employed fulltime. The Division of Student Affairs supports the HED program in a number of ways. Several faculty from the division served on the committee that re-conceptualized the HED master's program. Division faculty participated in the program's admissions process by interviewing applicants for admission and also as potential graduate assistants in our departments. Faculty also served on student dissertation, preliminary exam, and plan of study committees. The Associate Vice President for Student Affairs served as the faculty of record for ELPS 5334, The American College Student and the College Environment.

6. Performance Measures

The Division of Student Affairs has three division-specific measures that have been developed to evaluate our performance against the university's strategic plan goal to educate the whole student. To provide evidence of our performance, data have been collected over the past four years.

The first of our division-specific goals is to contribute to the holistic and transformative educational experiences of Virginia Tech undergraduate and graduate students by engaging students in co-curricular programs with a leadership or wellness focus. The division has increased student participation in leadership programs by 62% over the past four years. This significant result can be attributed in part to new leadership programs developed by several departments including Student Activities, the Corps of Cadets, and Fraternity and Sorority Life. In addition, departments in the division are making greater use of peer educators and are training students for leadership roles in outreach to fellow students. The results over this same four year period for student participation in programs with a wellness focus are even more impressive. Student engagement in wellness and health-related activities has more than doubled. Student use of self-care and on-line health assessments offered by Schiffert Health Center is increasing. In addition, Recreational Sports has attracted increasing numbers of students to its offerings and Residence Life has increased its residence hall programming to

reach more residents with wellness programs and to involve more students in residence hall sports activities.

Our second divisional goal is to promote the development of international and multicultural competencies in Virginia Tech students by engaging them in co-curricular programs with a strong multicultural or international focus. In this area, the division has produced a 27% increase in student involvement over the past four years. This increase can be attributed to new program offerings from Multicultural Programs and Services, such as *Finding My Path* and *Dialogue across Differences*, as well as increased participation in programs offered by the Cranwell International Center, such as *Fridays at Cranwell* and dinners in American homes. Residence Life is involving increasing numbers of students in programs that focus on international themes and address diversity and multicultural issues. In addition, new training on bias incident response protocol has been initiated for Resident Advisors.

Our third and final divisional goal is to support the university's commitment to continuous improvement by assessing student learning outcomes in all co-curricular programs. The division is making progress toward this goal through the program review process that was initiated in 2006-2007. During this first year of the program, five departments in the division participated in an in-depth self-assessment, using standards from the Council for the Advancement of Standards (CAS) and/or other appropriate professional organizations. An important aspect of the program review process is the identification of student learning outcomes. Two of the five departments have completed their reviews and the other three will finish theirs by the end of the fall 2007 semester. Three additional departments will undertake reviews during 2007-2008, and by 2011-2012 all 15 departments in the division will have been through the process and we will be ready to begin the cycle again.

Division of Student Affairs Strategic Directions, 2006-2012

Mission: The Division of Student Affairs promotes students' academic success, personal growth, and development of life skills.

Strategic Directions:

A. *Contribute to the holistic and transformative educational experiences of Virginia Tech undergraduate and graduate students*

- Create new and strengthen existing Student Affairs partnerships with academic departments, academic support services, University Center for Undergraduate Education, Graduate School, the HED Program, and external stakeholders such as community constituents, parents, alumni, employing organizations, and international partners.
 - Identify and establish new avenues for partnerships; create and measure desired student learning outcomes
 - Inventory current partnerships; create and measure desired student learning outcomes
- Participate and collaborate in the development and implementation of a comprehensive First-Year Experience Program.
- Identify and evaluate current leadership development and experiential learning opportunities within the Division of Student Affairs and develop appropriate, new opportunities to meet existing needs.
 - Inventory current leadership development and experiential learning opportunities and establish and measure desired student learning outcomes for each.
 - Establish needs assessment and use other measures to identify developmental needs. Create programs, services, or opportunities with established learning outcomes to meet those needs. Assess and evaluate the attainment of desired outcomes.
- Maintain and expand partnerships with the academic and external communities to provide stimulating experiences to shape ethical, globally-conscious citizens and leaders.
 - Identify or develop instruments or processes to determine growth and development in these areas.
- Identify a means by which to formally establish and offer credit-bearing courses developed by student affairs departments to further student learning, training, and development.
 - Annually evaluate learning objectives and course quality to assure that course goals are accomplished.

B. *Promote the development of inter-cultural and multicultural competencies in Virginia Tech students*

- Develop facilities and create environments that are welcoming, accessible, comfortable, and representative of a diverse campus community.
 - Provide appropriate space to accommodate multicultural programs and services. (completed)
 - Evaluate the division's facilities and environments to identify and address those areas that need to become more accessible and welcoming to a diverse campus community.

- Improve campus climate, creating a campus environment of civility, sensitivity, and mutual respect.
 - Refine the diversity presentation offered during new student orientation to ensure that it communicates the VT Principles of Community to all incoming students. (completed)
 - Develop appropriate partnerships to ensure that SafeWatch meets community needs and expectations.
 - Develop on-going, creative programming for students that addresses campus climate.
- Recruit and retain a more diverse staff to provide leadership and support in the Division of Student Affairs.
- Create opportunities that encourage students to have productive and positive interactions with different cultures while at Virginia Tech.
 - Enhance living and learning communities to contribute to a welcoming community.
 - Provide leadership development programs and encourage participation by students from diverse backgrounds.
- Develop programs and support services that address the needs of students from a wide variety of backgrounds and that reflect and stimulate diversity of thought and encourage meaningful participation and dialog.
 - Strengthen Multicultural Programs and Services, enhancing the cultural competencies of the Virginia Tech community and creating an inclusive and welcoming environment for all students.
 - Enhance coordination and communication within the division to ensure that the needs of a diverse student body are met.

C. Support the university's commitment to continuous improvement by integrating the assessment of student learning outcomes into all divisional programs and services

- Develop divisional student learning outcomes that explicitly connect the co-curricular experience to the education of students in a developmentally appropriate manner.
- Continue to track student wellness behaviors and use this information to evaluate and develop programs that support the education of students by enhancing their health, safety, and wellness.
- Initiate a program review process through which each student affairs department is reviewed on a regular basis, utilizing new and existing data that accurately describe our students' learning styles and needs. (implemented)
- Develop and implement a research agenda that furthers the development of a civil and just campus community.

D. Improve the capital assets that underpin student learning and support programs

- Renovate and/or build contemporary residential living facilities to attract top-tier students, enhance the on-campus residential living experience, and contribute to student holistic education.
 - A new residence hall is scheduled to be completed by August 2009.
 - The first phase of the renovation plan is scheduled to be completed by 2014.
- Respond to the growing number of fitness-oriented students with an expanded state-of-the-art fitness facility and renovations to current facility.
 - This project was approved by the University and a funding plan put in place for scheduled completion during 2008-10 biennium.
- Respond to inadequate space for Dean of Students Office. (completed)

- The Dean of Students Office moved into new office space off-campus during the fall of 2006.
- Address the increasing number of students with disabilities through user-friendly, accessible accommodations.
 - A plan for satisfactory space for Services for Students with Disabilities is scheduled to be developed by spring of 2008.
- Address the growing need for mental health services through expanded accommodations in counseling services.
 - This project was approved by the University and a funding plan put in place for scheduled completion during 2008-10 biennium.
- Address the growing need for medical treatment through expanded accommodations in health services.
 - This project was approved by the University and a funding plan put in place for scheduled completion during 2008-10 biennium.
- Build, expand, and enhance student union facilities to accommodate the increased interest in student organizations, activities, and advocacy.
 - New student union building(s) are recommended in the University Master Plan.
- Execute a facilities condition and program study of dining halls and student centers and implement recommendations.
 - Studies were conducted during 2006 and plans are being developed to implement recommendations over the next five years.
- Respond to the Corps of Cadets need for administrative and program space in Lane Hall.
 - Lane Hall is scheduled to be renovated and to have an addition built in the 2008-10 biennium.
- Address the needs of the Oak Lane Community for program, meeting, administrative, and limited food service by building a “Commons Building.”
 - Commons Building is scheduled to be completed in the 2010-12 biennium.
- Provide additional programming and administrative space for Cranwell International Center.
 - A plan, including the capital project request, is scheduled to be developed by 2009.

E. Invest in division staff morale, recognition, and professional development

- Evaluate and address inadequate levels of staffing across the division to address increasing demand for services.
- Continue to benchmark faculty and staff salaries and wage rates to ensure competitive compensation for the recruitment and retention of qualified professionals.
- Provide employees with access to professional development opportunities, programs, and funding to enhance knowledge, develop skills, and increase competencies, including inter-cultural competencies.
- Promote and provide equitable access to the Tuition Waiver Program for all employees in the division and develop a uniform process to review and approve participation in the program.
- Establish a staffing strategy for employee retention and succession that includes cross-training, mentoring, leadership development, and management skills training.
- Develop and disseminate best practice models for faculty performance evaluations and developmental plans.
- Regularly provide opportunities to recognize, reward, and celebrate faculty, staff, and department contributions and accomplishments.

- Collaborate with the faculty in the Higher Education Program to provide staff with graduate education opportunities that enhance professional development.

F. Performance Measures

- Increase the number of first year students participating in residential and co-curricular first year experiences.
- Increase the percentage of students who engage in leadership programs and experiential learning opportunities.
- Assess and enhance the multicultural and international competencies of the VT student community.
- Assess and enhance reporting mechanisms, programming, and interventions to positively impact campus climate and civility.
- Assess and enhance student wellness behaviors.
- By 2012 complete construction of a new residence hall and an addition to McComas Hall as well as facilities renovations in selected residence halls, dining facilities, and student unions.