

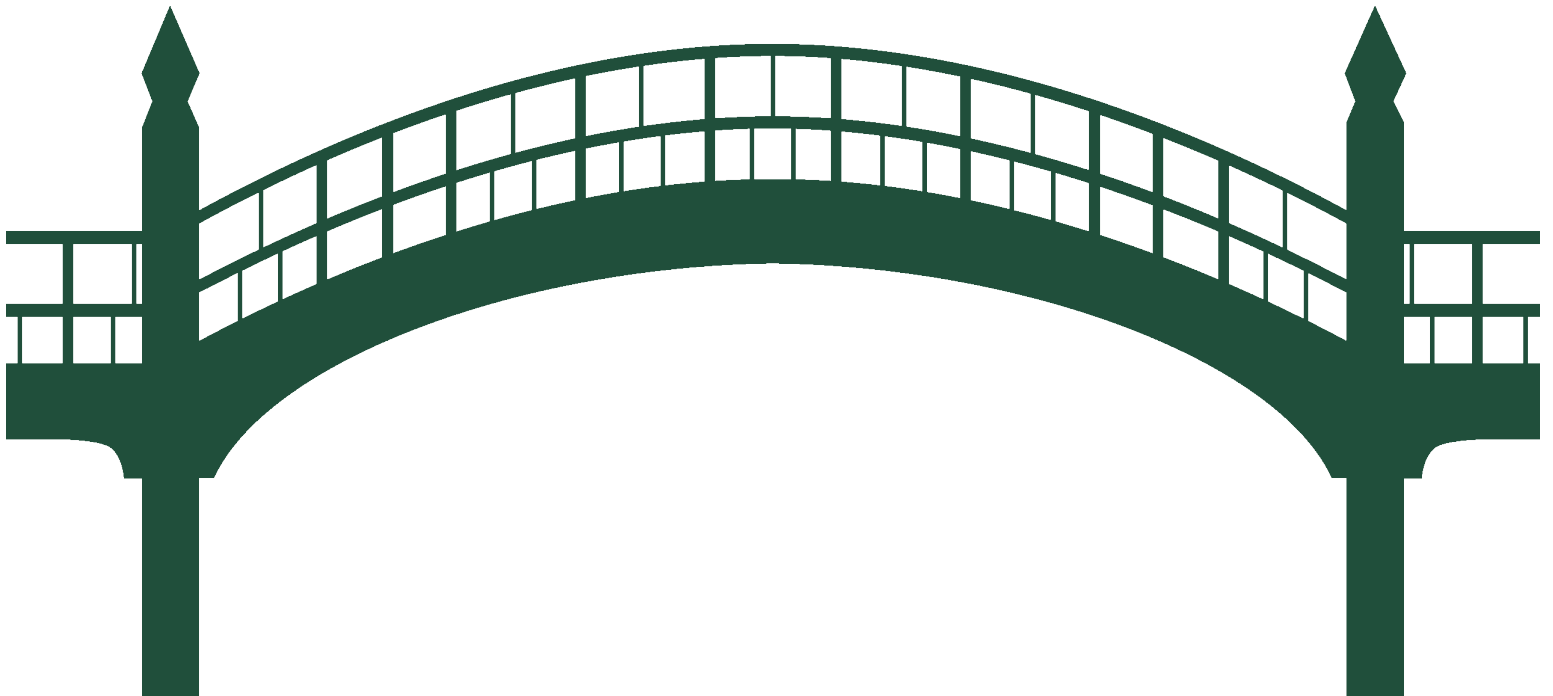
OPEN SESSION PRE-READ/STUDENT EXPERIENCE



WILLIAM & MARY

STUDENT AFFAIRS

**2018 Document on Student Affairs Division
for the Board of Visitors**



Division of Student Affairs Senior Staff



**Vice President for Student Affairs:
Virginia Ambler '88, PhD '06**

Oversees: Five broad thematic areas: Campus Living, Career Development, Health & Wellness, Student Engagement & Leadership, and Student Success representing 20 departments and 120 full-time and part-time staff. Responsibility for 90+ residence hall buildings, 2 student unions, Integrative Wellness Center, Cohen Career Center, and Campus Recreation Center. Division budget is approximately \$38M (includes \$22.6M Residence Life facilities and staff)
Started at William & Mary in 1991; previously worked at Ohio State University and Franklin and Marshall College.



**Assistant Vice President for Student Engagement & Leadership:
Drew Stelljes, PhD '07**

Oversees: Community Engagement, Sadler Center and Campus Center, Student Leadership Development
Started at William & Mary in 1999.



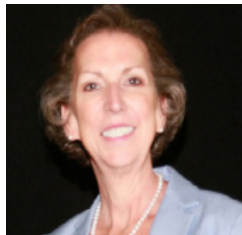
**Associate Vice President for Campus Living:
Maggie Evans, MA**

Oversees: First Year Experience and Residence Life
Started at William & Mary in 2017; previously worked at James Madison University and The Ohio State University.



**Dean of Students:
Marjorie Thomas, JD**

Oversees: Academic Enrichment Programs, Care Support Services, Center for Student Diversity, Community Values and Restorative Practices, Enrollment Support Services, Parent and Family Programs, Student Accessibility Services, and The Haven
Started at William & Mary in 2013 previously working at the College of Charleston and the University of Miami.



**Associate Vice President for Career Development:
Kathleen Powell, MS**

Oversees: Cohen Career Center
Started at William & Mary in 2014 previously worked at Dennison University, the University of Akron, Grinnell College, Marietta College, Knox College, and Ashland College.



**Chief of Staff:
Greg Henderson, MEd '01**

Started at William & Mary in 2004 previously working at Gettysburg College.



**Associate Vice President for Health & Wellness:
Kelly Crace, PhD**

Oversees: Campus Recreation, Center for Mindfulness and Authentic Excellence, Counseling Center, Health Promotion, and Student Health Center
Started at William & Mary in 2013 previously working at Duke University, William & Mary and the president of Applied Psychology Resources.



**Director of Strategic Planning and Assessment:
Anna Mroch, MSE**

Started at William & Mary in 2016 previously working at the University of Texas at Arlington, Campus Labs, and The University of Wisconsin-Platteville.

Mission

Through student-centered programs, policies, and services, the Division of Student Affairs prepares students to learn, lead, and live with integrity and purpose.

Values

Celebration

We encourage and carry out activities that recognize achievement, support innovation, celebrate tradition, welcome humor and a sense of play, and affirm the contributions of individuals and groups in our community.

Collaboration

We work together on tasks and activities by sharing time, resources, and expertise with individuals and offices. We share responsibility and embrace the strengths and abilities of one another while working toward common goals.

Inclusion

We value the uniqueness of people and perspectives. We embrace and celebrate one another's differences, talents, and abilities.

Integrity

We maintain open and transparent decision-making in all processes through the departments and division to the greatest extent possible. We work together with fairness and cooperation, and act in ways that are consistent with our values.

Professional Excellence

We strive to be exceptional in all that we do by establishing and achieving high expectations. We distinguish ourselves through activities that invest in and contribute to the future of the division, institution, and profession.

Respect

We treat each individual with high regard, appreciation, and courtesy. We honor the contributions of individuals and departments.

Student Centeredness

We remember that students are central to our mission and we encourage and promote the student voice. Our work is guided by a commitment to their holistic development and learning.

Vision

Create an engaging learning environment where community is strengthened and individuals flourish.

Strategic Framework Goals

Goal 1: Integrated Learning

The Division of Student Affairs will foster an environment of curiosity and discovery, where students can explore what truly motivates and excites them, and where they can integrate what they learn across their academic and non-academic experiences.

Goal 2: Leadership Development

The Division of Student Affairs understands leadership as a purposeful, collaborative, and values-based process. We will support students in building the skills needed to lead and participate in their chosen communities at W&M and beyond.

Goal 3: Personal Well-Being

The Division of Student Affairs will promote the well-being of the students we serve. We define well-being primarily as comprised of positive emotions, engagement, relationships, meaning, achievement, and vitality (PERMA+V).

Goal 4: Community

The Division of Student Affairs will foster an inclusive community that honors the educational mission of the university while also being open, just, caring, disciplined, and celebrative.

Goal 5: Staff Enrichment and Well-Being

The Division of Student Affairs recognizes the responsibility of our staff across all levels and positions to be positive role models, which includes a focus on well-being, professional growth and expertise.

Goal 6: Resource Enhancement

The Division of Student Affairs will capitalize on financial, human, and relational resources within and beyond the campus to optimally support our goals and priorities.

Approved January 2015

Seligman's Theory of Well-being/PERMA(+V)

The incorporation of Seligman's (2011) PERMA, together with the element of Vitality, inspires our vision statement and provides the theoretical framework we utilize to inform and propel our division forward, where the concept of flourishing is the ultimate guide.

Positive Emotion: Happiness, satisfaction, feelings of living the "pleasant life"

Engagement: Being one with an activity ("flow"), loss of self-consciousness

Relationships: Positive relationships with others

Meaning: Sense of belonging to and serving something you believe is bigger than yourself

Accomplishment: Includes success, achievement, winning, and mastery for their own sakes

Vitality: Strong physical and mental health

Mission Statement

Residence Life provides a home where William & Mary students may flourish both personally and academically. We do this by partnering with our residents to create caring and responsible communities.

Vision Statement

Helping students create a place to call their own so that we are their preferred housing choice at William & Mary.

Core Functions

To provide a safe and secure living community that complements the mission of the university and contributes to individual development.

To challenge residents to accept responsibility for themselves as individuals and as members of the residential community through the policy of self-determination.

To provide and support a well-trained staff to assist residents as they pursue successful college experiences.

To serve as liaisons to Facilities Management to provide residents with a clean and functional living environment.

To encourage an environment of mutual respect that promotes personal, social and academic development.

To help students develop a sense of belonging in their residential community by supporting initiatives and promoting opportunities for involvement, leadership, and diversity.

To offer residents opportunities to engage in social and intellectual interactions.



Maggie Burkhart Evans, MA
AVP for Campus Living and
Executive Director of Residence Life

Top Future Wins

1. Complete a comprehensive study of special interest housing program and subsequent feasibility study for implementation of residential learning communities/colleges to include credit-bearing common courses in partnership with academic affairs.
2. Implement residential learning communities/colleges to include credit-bearing common courses in partnership with academic affairs.
3. Explore housing opportunities for National Pan-Hellenic Council (NPHC) organizations.



Accomplishments

Over the course of the past 12 months Residence Life has managed a massive amount of transition. 50% of the professional positions have turned over, and at any given time the department was managing with 25-30% of these positions vacant. Every person on the team took on additional duties to make sure our students had the best residential experience we could offer given this daunting human resource challenge.

Resident satisfaction with the student staff, community environment and safety and security has consistently remained above the standard mean for the past several years.

Residence Life redesigned its community development model to better reflect the values of the Division of Student Affairs with focus on building relationships, a sense of belonging, flourishing and resilience within the residence halls.

Residence Life student staff and hall councils sponsored nearly 6,000 events with over 30,000 students in attendance.

The department implemented StarRez housing assignment software as the new product to manage room assignments, furniture inventory, key control, and employment processes.

The introduction of Flexible Housing three years ago has grown in popularity, allowing students to choose roommates of different genders. The policy underwent some minor modifications for 2018-2019, offering more spaces for this housing option.

Aspirations

Increase overall resident satisfaction with their living experience to above the standard national mean as measured by the ACUHO-I/Benchworks Residence Assessment.

Develop a perception study that will allow us to collect resident student feedback that is fully customized to the William & Mary residential program.

Complete a comprehensive study of our special interest housing program and subsequent feasibility study for implementation of residential learning communities/colleges to include credit-bearing common courses in partnership with academic affairs.

Partner with Facilities Management to continue major improvements to residential facilities, including routine maintenance, renovation, and capital projects.

Explore housing opportunities for National Pan-Hellenic Council (NPHC) organizations.

This will allow Residence Life to increase staffing to meet demand of current residential population and complete needed renovations and upgrades.

Mission Statement

Our mission is to facilitate the transition, and ultimate persistence, of new students (either first-time-in-college or transfer) into the W&M community through opportunities that promote academic, social, and personal growth.

Vision Statement

Our vision is to create an engaging transitional experience where matriculants are empowered to optimally thrive at William & Mary.

Core Functions

Introduce and welcome new students to W&M

Connect and engage students within the community to increase their sense of belonging

Cultivate the intellectual curiosity of new students so they can embrace the academic challenges of the Liberal Arts experience

Support new students throughout their transition into W&M as they develop life skills needed to persist to graduation

Develop well-trained student leaders capable of supporting students through their transition into and through the institution

Top Future Wins

1. Implement scaffolded, year-specific, holistic pathways that provide meaningful engagement and support student transition and persistence
2. Develop sustainable faculty engagement initiatives throughout the first- and second-year pathways.
3. Broaden the First Year Experience Committee into a university-wide Student Transitions Committee comprised of faculty, staff, and student representatives to better reflect the core values of Student Affairs.



Lauren M. Garrett '02, MA
Director of First Year Experience

Essential First-Year Initiatives

Community Values and Responsibilities

Through scenario and discussion-based students receive advice and information to assist them in making a successful transition during their first year at the university.

Authentic Excellence II: Resilience in a Relentless World

This session continues the conversation from Orientation on flourishing and resilience.

Tribe Unity within a Diverse Community

Tribe Unity is an exploration of identity and community. Students get to know the people in our community, explore their own identities, and understand new ways to hear and be heard.

Healthy Relationships

A values-based approach to developing healthy relationships. In this session students discuss the importance of communication, boundaries, and consent.

Making a Tribe Choice: Be Upstanding!

Students learn the steps of - and barriers to - active intervention, as well as resources all across campus that can help students in emergency and non-emergency situations.

Accomplishments

Program evaluations show that the majority of new students feel welcomed and a sense of belonging at the university as a result of their orientation experience.

W&M's Alpha Lambda Delta Chapter received the Lambda Silver Award for a 93 student increase in chapter members and a 2017 Delta Gold award for a 65% increase in chapter members demonstrating "more academically talented students are drawn to your campus and that the successful transition of these students from high school to college has been supported".

Traditions specifically designed for First Time in College (FTIC) and Transfer students, such as #TribePrideRises, Sophomore Swag & Sweets, to tie together orientation and persistence goals have been created and maintained.

The Essential First-Year Initiative series was expanded to include online course on the "Courage to Intervene" and tracked completely online utilizing TribeLink for 100% continuing student compliance.

First Year Experience (FYE) piloted the TribeLink pathways feature and is the only office fully trained and operational in the program (beyond Student Leadership Development).

The Fall 2017 Academic Year First-Year Initiative Directorate produced over 50 full-audience and distinctive initiatives, reaching over 600 new students (FTIC, Transfer, Joint Degree Programme, Exchange).

For being only 4.5 years old, FYE has grown quickly: an Assistant Director was brought on this past year, a new GA focused on First-Year Initiatives will be on-boarded Fall 2018, the FYI Directorate was created and expanded by two roles, and three student research teams are currently working.

Aspirations

Acquire additional staffing: Assistant Director for New Student Orientation and a full-time support staff member.

Develop sustainable faculty engagement initiatives throughout the first- and second-year pathways.

Relocate to a central campus space that provides sufficient space for professional activity, student events/initiatives, and storage for transient program materials and office marketing materials

Develop a database to track FYE initiatives with a focus on attendance, marketing, monetary costs, campus partners, and student feedback.

Utilize "The Thriving Quotient" each spring semester and, in conjunction with the New Student Inventory, measure first-year student coping, resiliency, and communication strategies.

Partner with Student Leadership Development to inventory structured first-year leader-centric programs and simplify the booklet then amplify the processes to access such opportunities.

Determine additional source of revenue, beyond that of the traditional student auxiliary fee schedule.

Mission Statement

As partners in the educational process, we will support students and alumni through access to comprehensive career development programs, services, connections, and resources, empowering them to pursue their post-graduate plans and navigate lifelong career changes.

Vision

Create an engaging learning environment in which individual career development is strengthened and self-efficacy is realized.

Core Functions

Provide opportunities for students to identify a career focus and learn strategies to achieve career goals (individual advising, career core-competency workshops, networking, and interviewing)

Support students in their career/major exploration (individual advising, workshops, programming, career fair)

Assist students in determining the best way to market themselves through their job search materials (resume, cover letter, CV, and online profiles).

Provide opportunities and resources for students and alumni to network with individuals in chosen career fields

Provide students/alumni with resources for the interview portion of the job/internship search (advising, workshops, online resources, dress to impress)

Support students in their graduate school exploration (advising, workshops, online resources)



Kathleen Powell, MS
AVP for Career Development

Top Future Wins

1. Require all graduating seniors to complete the First Destination Survey as part of graduation; in turn, help graduating seniors understand that by sharing their success, their data supports future generations of the Tribe. Communicate to those still job searching that the Cohen Career Center will continue to support them.
2. Create a credit-bearing opportunity for experiential learning across the curriculum that supports QEP-HIP and the Department of Labor Internship Program under the Fair Labor Standards Act; whereby all students have access to institutional credit documenting their learning experiences from theory to practice.

Accomplishments

81% of the Class of 2016 survey respondents reported they were employed full time within 6 months (56.25%) or were attending graduate school (25.08%). Of those working, 91% reported their work aligns with their career interests. (2017 First Destination Results due shortly.)

In 2017-18, 1,903 student interviews were conducted on campus representing 157 schedules. Every semester, employers come to campus to interview W&M students for jobs and internships. All majors are recruited, and a variety of employers are represented.

Tribe Careers is the job, internship, and events hub for William & Mary students. Currently, students have access to 1,365 employers and 4,015 individual postings.

Each year the Cohen Career Center hosts career fairs, information sessions, and events for all class years and majors. We connect students to opportunities across all industries. Combined, all events, we engaged 6,300 students (not unique) and 561 employers (not unique) in 2017-18.

Tracked student participants in My Active Career Exploration (MACE) to be certain they could articulate career competencies within their three semester career plan.

Developed and expanded the network of alumni, parents, employers, and other partners interacting with students through Cohen Career Center programming and resources.

Collaborated with the Charles Center, Reves Center for International Studies, and Government Department, to standardize the application process for all summer funding initiatives. In addition to the Cohen Career Center Unpaid Internship Fund, the Trumbower Fund for International Development and the Steve Banker Fund for Real Estate Internships, The Charles Center, Reves Center and Government Departments all moved their application processes to Tribe Careers.

Aspirations

Foster a student culture in which all students see value and have interest in utilizing the Cohen Career Center at any point of entry, taking advantage of services, programs, resources, and professional staff.

Establish the First Destination Survey as an institutional commitment, one that spotlights the success of our students, the education received and the holistic commitment of the university.

Expand networking opportunities that enhance students' career readiness, development and launch.

Increase giving to the Cohen Career Center Unpaid Internship Program Fund.

Mission Statement

The Department of Campus Recreation provides quality recreational opportunities to all members of the William & Mary Community to enhance and foster a lifelong appreciation for health, wellness and recreation.

Campus Recreation has a Commitment to Achieving Excellence Through:

- Honesty** in our relationships with others
- Integrity** when making choices
- Passion** for the work we do
- Positive Attitudes** when faced with tough challenges
- Humor** to keep it fun
- Trust** in each other
- Respect** for those who pass through our doors
- Teamwork** because we cannot do it alone

Core Functions

Intramural Sports provides students a fair and competitive environment in which relationship building and the value of fun are prized.

Fitness & Wellness provides participants multidimensional wellness benefits, of which stress-relief is chief.

Sport Clubs engages students in experiential leadership development in the context of team sports, themselves vehicles for ethical and moral reasoning development.

The Tribe Adventure Program provides programming that encourages the responsible and sustainable use of the environment, as well as leadership development and healthy community.

Aquatics provides safe facilities for participants to engage in personal wellness through exercise.



Linda Knight, MS
Executive Director of Health & Wellness
Director of Campus Recreation

Top Future Wins

1. Seamlessly integrate in the McLeod Tyler Wellness Center without having Campus Recreation physically move into the facility.
2. Increase facilities both inside and outside to meet the growing needs and requests for all of the William & Mary Community.
3. Add a Senior Capstone Outdoor Adventure for those who went on Pathways their freshman year, to better assess the value of the Pathways Program

Leave all the afternoon for exercise and recreation, which are as necessary as reading. I will rather say more necessary because health is worth more than learning.

Thomas Jefferson

Accomplishments

- Over 80% of students participate in at least one campus recreation program.
- The instillation of an artificial grass field allowed for an increase in time on the field from 182 days a year to 361 days a year.
- The top 2 reason for fitness program participation were improving or maintaining physical health/fitness as a desired initial outcome (98%) and, stress management (80%).
- Due to a new policy, transgender students are now able to participate in Campus Recreation programs, for single genders, as the gender they identify. The only exception to this is with the sport clubs that have to follow league or association policies.
- Piloted online registration for fitnesses classes resulted in an increase of 50-100% in registrations.
- Campus Recreation placed a high focus on leadership development and conference-style training with all 200+ student employees. Training programs included an emphasis on well-being and resilience. Programs topics including, understanding your sleep habits, meditation, how does your job at the Rec Center prepare me for a job after graduation, relation techniques, good listening skills, finance 101, and diversity and inclusion.
- Increased a focus on self-reflection and personal integration of experiential education, especially in the outdoor and fitness/wellness programs.

Campus Recreation was highlighted for its innovative work with the new Wellness Center in Campus Rec Magazine.

Aspirations

- Continue to build and strengthen a sense of belonging and community on campus. Remove some of the barriers to make the overall experience for student’s wellbeing seamless. Through our facilities and programs, help build lifelong habits for health and wellbeing.
- Change how we view our work from, what we offer as a goal toward a means to a greater impact. Moving beyond only reporting on numbers of participants and program we offer, to also reporting the impact our work has on campus and seeing this as our ultimate goal.
- Continue to be a leader and platform for social justice and inclusion; striving to be a place with programs in which “All who come here belong here”.
- A critical but long-term aspiration is to continue to grow our facilities to meet the needs of all of the W&M community. We are on the master plan for Adair (renovated) when Kinesiology and Dance move out, helping us to reach some areas we currently do not have the ability to meet. Although not included in the formal master plan, playing fields are in need of upgraded lighting and turf
- Increase student participation in recreation events from 80% to 90%.

Mission Statement

The William & Mary Counseling Center is the primary mental health unit on campus with the responsibility of providing a range of mental health services to students, and related support to the campus community. The Counseling Center seeks to provide services that allow students to achieve their personal and educational goals. These services include the provision of mental health practices intended to prevent and treat psychological issues, and enhance well-being and personal growth. Our interdisciplinary team facilitates prevention programming, and provides support to students experiencing normal developmental milestones and transitional issues. Likewise, the Center provides support for emerging, acute, and chronic clinical concerns, and responds to individual student and campus-wide immediate crises. The Counseling Center actively demonstrates commitment to diversity in its broadest form and serves as an advocate for social justice in the college community and beyond. Through our multi-level training program, we dedicate ourselves to instilling these practices and values in future professionals. Our role is congruent with the mission of William & Mary, and the Division of Student Affairs.

Top Future Wins

1. Develop a plan for staff growth and recognition/compensation that would a) respond to the increased demand for services, b) decrease initial contact wait times, c) allow for further involvement in prevention efforts on campus, and d) allow us to retain our highly qualified, culturally diverse clinicians.
2. Further expand psychiatric support services under the leadership of our psychiatrist, Dr. Roy
3. Work with other Health and Wellness units to a) further promote collaboration in provision of multidisciplinary services and b) determine the optimal use of the Integrative Wellness Center.



Carina Sudarsky-Gleiser, PhD
Director of the Counseling Center

Core Functions

- Facilitate positive student development and ameliorate, through the provision of the psychological services, those mental health conditions that interfere with students' optimal academic, social, emotional well-being;
- Provide effective training and supervision for rigorously selected doctoral level psychology interns and practicum trainees;
- Advocate for social justice through the services offered at the individual, group, and community-levels.

Aspirations

- Offer skilled and culturally competent services to the William & Mary community, responding to the needs of our students and the campus at large.
- Increase staffing as appropriate so we can respond in the most timely and efficient manner to the high demand for services.
- Continue to function as high quality APA accredited internship site known for its emphasis on social justice and a superior training experience.

Accomplishments

- Served a higher percentage of the student body than the national average utilization rate reported across Counseling Centers. 15% of the student population was seen during the 16-17 academic year, a 10% increase from the previous year. Similar utilization and trends have been recorded so far in the 17-18 academic year, with the majority of clients reporting severe clinical issues that could have potentially interfered with their ability to function academically.
- Provided a total of 420 crisis walk-in appointments during the 16-17 academic year; similar numbers of crisis sessions were offered this academic year.
- Offered 6 therapy groups, serving over 60 students/year dealing with interpersonal issues, women's concerns, eating disorders, and emotional regulation difficulties.
- The psychiatrist provided 77 medication evaluations and 724 follow-up appointments during the 16-17 academic year.
- Perceived as an inclusive and affirming agency; male, female, and gender non-binary students as well as LGBTQ, ethnic minority, first generation and transfer students, student athletes, students with disabilities, and students across the developmental academic trajectory at the College, were well represented among the Center's clients.
- ProtoCall, a third-party after-hours support service, added to the success of the WMCC in meeting the needs of students by a) offering a triage function to determine if immediate involvement of on-campus clinical personnel is needed b) helping students manage their immediate distress, learn coping strategies, and promote resilience.
- Worked with 48 students within the Psychological Emergency Protocol (PEP), and assisted with 18 mental health related hospitalizations during the 16-18 academic year. There was a 33% increase in the number of PEPs and a 72% increase in the number of hospitalizations during the 17-18 academic year over the previous year.
- Offered suicide risk reduction RA training and other prevention programs during New Student Orientation.
- Facilitated 215 psycho-educational programming events during the 17-18 academic year. Campus-wide programs were offered as part of Eating Disorders Awareness and National Suicide Prevention Weeks, in addition to programs responding to events such as the White supremacist rallies in Charlottesville, President Trump's reported intent to phase out DACA, etc.
- 793 online screening instruments were used in the 16-17 academic year and 1009 in 17-18; depression and anxiety were the most frequent mental health issues revealed by participants. The great majority of students who completed screenings (80% in 16-18 and 68% in 17-18) reported intent to seek further help.
- Students participated in the fall 2017 in-person mental health screening program at a rate of one student every four minutes.
- 35% of total students served in the 17-18 academic year participated in a client satisfaction survey reporting high satisfaction with the services received. Students perceived a) the Center to be inclusive and sensitive to issues of identity, b) the staff as competent and sensitive to their needs, and c) services to be beneficial.
- The Doctoral Internship Program in Health Service Psychology received a 10 year re-accreditation by the American Psychological Association.

Mission Statement

Health Promotion staff work to enhance the overall health and wellness of W&M campus community through evidence-informed prevention efforts. By advancing a holistic and multidimensional view of wellness, we promote a culture of healthy behavior and choices that improve quality of life. We ascribe to the World Health Organization’s description of health promotion as “the process of enabling people to increase control over their health and its determinants, and thereby improve their health.”

Core Functions

As bridge builders and way-finders, we strive to impact the public health by promoting individual relationships that move entire communities to greater levels of wellbeing and belonging.

By building coalitions, formulating policies, and intervening at the upstream/macro-level, we increase the value of Health Promotion’s primary prevention approach to wellness.

We create, implement and assess developmentally focused, evidence-informed initiatives that promote individual and community health and wellness.

We develop and mentor young professionals to increase macro-level impact and culture change around health and wellness.

Top Future Wins

1. Advance Health Promotion as a key discipline within Health and Wellness
2. The “I Can...I Will...” model will be an integral thread of the college’s prevention initiatives around “bystander intervention”
3. Promoting a more comprehensive definition of sexual health that includes body integrity, emotional attachment, eroticism, gender identity/expression, sexual orientation, and sexual safety.



Kelly Crace, PhD
AVP for Health & Wellness and
Director of Health Promotion

Center for Mindfulness and Authentic Excellence

CMAX is devoted to fostering individual and organizational flourishing. Using evidence-informed principles, the Center strives to help students, faculty and staff develop a deeper understanding and effective management of their authenticity, personal integrity, resilience, and excellence. Through group seminars, individual meetings, courses, and informal discussions, participants learn the difference between fear-based excellence and values-centered excellence, principles associated with high performance, and how to healthfully manage the relentless pace and uncertainty of our world.

Areas of Educational Focus

Alcohol and Other Substances
Mental Health and Wellness
Sexual Health
Sexual Violence Prevention/Sexual Violence

Accomplishments

Increased collaborations enhanced other departments’ understanding of Health Promotion and integrative wellness including work with the Jed Clinton Health Matters Campus Program, Task Force on Sexual Violence Prevention, Exchange Group, Alcohol Policy Group, Healthy Campus 2020 Coalition, Orientation Committees, Inner Architect, and involvement in search committees.

Third year of high utilization of the Authentic Excellence Initiative and hitting our intended goals for learning outcomes, we continue our efforts to expand program access, develop the Center for Mindfulness and Authentic Excellence (CMAX) and assess efforts toward post-intervention behavior change.

Task Force for the Prevention of Sexual Violence and Task Force on Race & Race Relations reports continue to inform our goals and priorities regarding sexual violence prevention and education, bystander behavior, integrative wellness, and the intersectionality between health promotion and inclusion.

With high utilization of our collective health & wellness services, we continue to use complementary modalities for improving health and wellbeing, such as the Prologue app, SilverCloud, Kognito At-Risk, and Everfi.

Launched the Prevention Education Subcommittee for the Coordinating Committee on Prevention of Sexual Assault & Harassment. Accomplishments include launching the Sexual Violence Prevention Education calendar and creating an evaluation for student organizations to utilize.

Hosted two Diversity and Inclusion Forums, with 80 participants offering students information on how to be more inclusive and diverse as peer health educators and organizations.

Implementation and assessment of our “I Can, I Will” general courage intervention program launched with first year students in Spring of 2018.

Alcohol Culture Team formed Spring 2018. Using recommendations from Alcohol Culture audit to affect change on the W&M alcohol culture.

Initiated Monday morning newsletter, “All Health Breaks Loose”

Aspirations

Integrate “I Can...I Will...” with hazing, diversity, mental health, sexual violence, alcohol and other drugs initiatives.

Work with the Center for Student Diversity to discover missed opportunities for outreach, and strengthen its program offerings to include elements of intersectionality and inclusion.

Expand diversity of students enrolled in EDUC 350 .

Increase perception of OHP as a reliable source of scientifically based health information by 25%.

Collaborate with the other departments of Health and Wellness and campus partners to effectively brand the division of integrative wellness.

Establish a baseline of knowledge on key health issues, using online resources and active/passive programming.

Mission Statement

To ensure the highest quality medical care for all full time students at the College of William & Mary. Through education and training, we endeavor to promote health and healthy lifestyles and to prevent disease so students may achieve a satisfying and successful college experience. We are committed to providing care that respects the individual in a manner that promotes inclusion and equality while respecting his/her differences.

Core Functions

- Serve as our students' primary care provider for the time that they are away from home.
- Help students manage any long term health issues as well as emergencies that may arise.
- Provide students with tools to help them navigate the healthcare system alone, without parents.
- Teach students how to advocate for themselves as patients and understand how to be healthy and how to manage illness effectively.

Top Future Wins

1. Continue to offer compassionate and high quality primary and urgent care to our full-time students at William & Mary.
2. Perform extensive Performance Improvement Studies and Risk Management Reviews in order to continually improve upon the work that we do and to allow us to objectively measure outcomes.
3. Always strive to maintain our AAAHC accreditation, now in our 18th year, a status afforded only 5% of University Health Centers in the country.



David Dafashy, MD
Director of the Student Health Center

Current Staff

- 4 Board Certified full-time physicians with specialties in Internal Medicine, Family Practice, Emergency Medicine and Infectious Diseases
- 1 full-time nurse practitioner
- 1 hourly part-time nurse practitioner
- 2 Medical Laboratory Technologists
- 1 PharmD.
- 4 RN's & 1 LPN who are trained to triage patients, provide allergy immunotherapy and other maintenance injection therapy to patients requiring chronic care.

Top 5 Diagnoses for 2016-2017

- 37% Upper and lower respiratory infections
- 20% GYN/STI checks
- 19% Depression and anxiety
- 15% Injuries orthopedics
- 5% Allergy injections/travel vaccinations/other immunizations

Accomplishments

Collaboration with multiple partners across campus broadened our outreach and education of the campus community regarding prevention of sexually transmitted infections. The campus partners displayed Student Health Center posters indicating the weekly tabulated numbers of STI cases we diagnosed in our clinic throughout the year. These posters were displayed in the Fraternities, Sororities, Recreation sports facilities and residence halls. The impact was enormous as it raised the consciousness of students and created active conversation about the subject. Students believed that STI's were real on the campus.

Our dispensing of condoms increased, based on the frequency with which we had to place orders for supplies. The numbers of students scheduling appointments for testing also increased by 20% post campaign. Most notable, however, was the absence of our post spring break spike in STI cases that we see every year. This suggested to us that our program was indeed successful. Ultimately our goal is to see an overall decline in the total number of positive cases in the next year. We will continue to educate and collaborate with our partners across campus.

The current trend in the community is tremendous over-prescribing of antibiotics for patients presenting with a chief complaint of cough. Students have come to expect and demand such treatment. The medical literature documents 80-85% of cases of bronchitis in ambulatory young adults is caused by viruses and there is no role for antibiotics in treatment. Our study revealed W&M is prescribing antibiotics 25-30% of the time, which is far better than our colleagues in the community but still exceeds the standard as outlined in the literature. This is in part a result of pressure from students who return complaining of continued cough. Students are frustrated that they are not "better". They believe the antibiotic will stop the cough. Their doctor at home "always gives them an antibiotic". A plan of education including a patient information sheet to provide the students at the time of diagnosis which will include expected duration of cough and limited role of antibiotics has been implemented. We hope this education will foster understanding and limit return visits requesting antibiotics.

Total 16-17 Patient Appointments: 15,018 (1.35% increase from 15-16)

The Pharmacy continues to see increases in revenue each year with 11,861 prescriptions filled this year compared to 8,035 the previous year! A phenomenal accomplishment by a sole pharmacist operating without a pharmacy tech!

Aspirations

Achieve a goal of judicious use of antibiotics in treatment of lower respiratory infections (bronchitis) consistent with the current medical literature (10-15%) We plan to accomplish this goal through continued patient education and peer review of our work throughout the academic year.

Promote a culture of wellness though messaging and collaboration with other thematic areas as we do our daily work caring for students presenting to the Student Health Center. We will emphasize one of the eight dimensions of wellness at each patient encounter and document such education in the medical record.

Perform three quality improvement studies each year targeting areas of high volume, high morbidity with the goal of improving outcomes. Decisions for such studies are determined at staff meetings as we discuss the clinical issues we currently face.

Mission Statement

The Office of Community Engagement connects the College and community to support students' development as active and educated citizens and to promote positive, community-driven social change.

Core Functions

Promote the development of active, educated citizen students at William & Mary, combining intellectual rigor and community service to generate positive, community-driven social change

Connect community organizations with students and faculty to create mutually beneficial partnerships

Develop leadership and career-readiness skills through student leadership model in each of our programs, most of which are student-run

Provide opportunities to tutor and mentor local students through our education programs

Offer ongoing and one-time local service projects for students and groups through our local community engagement programs

Organize opportunities for immersive service and action at home through Branch Out Alternative Breaks

Introduce new students to diverse social issues and community-building methods before move-in day through our 7 Generations Pre-Orientation program

Provide grant funding for innovative community engagement projects that develop students as active citizens and to support communities in achieving their own goals

Engage the minds of students, community partners, faculty and staff with discussions and dialogues about social issues and community topics

Sponsor campus events and forums promoting the development of active citizens, including the annual William & Mary Active Citizens Conference.



Melody Porter, MAD
Director of Office of Community Engagement

Top Future Wins

1. Completion and implementation of the campus- and community-wide Civic Action Plan
2. Secure permanent, full-time staffing for alternative breaks and education programs, our two largest student service programs (with more than 200 participants in each).
3. Expand use of Tribelink to track service hours and activities, and potentially allow community partners and agencies to post needs for volunteers, interns, and research, to better connect to faculty and students.



Accomplishments

In the first two years of our three-year strategic plan, we have implemented several changes and initiatives, based on our five main goal areas: Promoting Leadership, Active Citizenship on Campus, Alumni Partnerships, Allies on Campus, Community Partnerships, and Identity. Those include:

- leading the creation of a university- and community-wide Civic Action Plan
- creating the Daily Work of Justice, a collaborative campus- and community-wide issue-based conversation series
- a total reorganization of our school-based education programs
- an approval of a COLL 300 designated course taught by our director.

Other accomplishments include the successful debut of our new school-based mentoring program; expansion of Aim 4; collaborations with the Office of Sustainability, the Center for Liberal Arts (COLL 300), Alumni Association, School of Education, local school system, student service and activist organizations, and Student Leadership Development; development and implementation of a communications plan; integrating local community leaders into orientation service day; planning a community service day for the commemorations (50 & 100 Years); held an office-wide alumni brunch during Homecoming; expanded the volunteer fair to include student organizations; redesigned fellow and student leader training to include core service-learning principles; and implementation of Funded Local Internships. We continue to receive positive feedback from our partners in the community about our work, and our students demonstrate success in our learning goals.

Aspirations

As we look to the future, it is clear that our office is heading in the right direction with dedicated, excellent staff, a strategic direction we believe in, and opportunities for further campus and community collaboration. The Civic Action Plan in particular has great promise for propelling W&M to a new stage of quality in community engagement, as we are building relationships with more than 150 campus and community stakeholders toward its development. Our perpetual high staff turnover (3 of 7 staff are 9 month fellows; only one staff is FT 12 month) and most positions being filled by new professionals and part-time staff makes it impossible for us to live up to our full potential as an office. Only with additional permanent, experienced, full-time staff will we be able to grow from one year to the next and fulfill our mission with excellence.

I think my experience has made me realize how much of an impact I can actually make on a community by just understanding how social issues have developed there and what can be done to remedy them.

-- Education Programs Participant

Student Leadership Development

Mission Statement

At William & Mary, we believe that student leadership development is a cornerstone in supporting our students to become engaged citizens. Student leadership involves cultivating a frame of mind for exploring self, others and community. Leaders develop a skill set to adapt to change, craft creative solutions, and seize opportunities. Leaders are moved by what they care about to make the world a better place.

Core Functions

Student Leadership Development Initiatives;
Tribelink engagement database;
Recognized Student Organizations – 460+ (undergraduates and graduates);
Student programming and major events;
Student Assembly;
Student Fee allocation & disbursement;
Fraternity & Sorority life; (2000+ members and 32 chapters);
Alma Mater Productions;
Scheduling and event services (all non-academic use of centralized campus space);
Student Media Council and Publications;
Oversight for student events with alcohol;

SLD Overall Outcomes:

Students will develop an awareness of self and demonstrate a commitment to live according to their values and beliefs.
Students will engage in behaviors that improve group effectiveness by capitalizing on different perspectives.
Students will develop a sense of responsibility to become engaged citizens.
Students will develop a skill set to craft creative solutions that support positive change.
The office will support students and the community effectively, with a demonstrated commitment to efficiency and strong customer service.



Anne Arseneau '89, MAEd '92
Director of Student Leadership Development

Top Future Wins

1. University exploration of event scheduling (activist events, decentralized scheduling, events disruption protocol).
2. High impact multi-day immersive leadership development experience for students (example: The LeaderShape Institute).
3. A comprehensive review of Fraternity & Sorority Life and strategic planning for the future.

Major Events & Traditions Sponsored by SLD:

King & Queen Dance with 900+ participants
Senior Class Dance with 900+ participants
Evening of Excellence: W&M Celebrates Student Achievement
Junior Class Ring Ceremony with over 200 students and families
Busch Gardens Day

Accomplishments

Completed first full year of Tribelink implementation. Winners of the Campus Labs “Rising Star” Award as a new product user. Over 9,754 users with at least one membership.
Student fee allocation process: The Executive Appropriations Committee (under the authority of Student Assembly) approved over \$740,000 for nearly 100 student organizations and supported over 20 Activity & Event Funding Requests.
Scheduling Office: Facilitated over 18,000 reservations/bookings for Student Organizations, faculty, and staff in academic year 17-18.
Alma Mater Productions: AMP hosted over 90 events engaging 16,000+ participants throughout the year. Incorporated swipe check in to more accurately track attendance at all events. Including major campus wide programming events: Laverne Cox (Atwater Lecture); Charter Day Comedian; Fall and Spring Concerts.
Depth Over Breadth Leadership Development Initiative: SLD hosted the “Depth Over Breadth” campaign to support intentional student engagement that is values and interest aligned and effective choices around involvement that minimize stress.
No Title Needed Leadership Development Initiative: Showcased and celebrated non-positional leadership. (completed 4th annual campaign).
Student Leadership Foundation (emerging leaders) ran for the 20th year.
Provided major programming and event support CNN Town Hall.
W&M Panhellenic (sorority governance council) received the Panhellenic Excellence Award for the 4th consecutive year.
Joe Wheelless, Asst. Director of SLD was recognized with the SEIFC (Southeastern Interfraternity Conference) Advisor of the Year Award.
Implemented mandatory orientation program for fraternity and sorority new members.
Fraternity/Sorority Sexual Misconduct Prevention Steering Committee: continued progress on implementation of the recommendations published in April 2016.

Aspirations

Implement scaffolded year-specific pathways that provide meaningful student leadership development experiences and are connected to identified leadership competencies.
University creation of a 1500 person venue for major events and programs.
Utilization of Tribelink data for campus-wide assessment purposes.
A clear and consistent university approach on alcohol prevention measures.
Create Resources for new student organizations in first 1-3 years and evaluate the recognition process (to study new organization attrition).
Implement better advising structure (scheduled for Fall 2018) to more proactively support 460+ recognized student organizations.
Identify and implement new delivery mechanisms for leadership initiatives.

Sadler Center & Campus Center

Mission Statement

The mission of the Sadler Center and the Campus Center is to provide excellent facilities, equipment, service, and assistance to all members of the College community for their events and activities.

Core Functions

We assist all users of our facilities in planning and executing their event(s).

We provide technical assistance for those needing both temporary and permanent audio-visual arrangements including operation of the equipment.

We provide a welcoming environment for all wanting to use our facilities through unplanned activities, studying, informal recreation, and socializing.

Our student employees benefit by developing job skills and confidence which will benefit them after college.

The Sadler and Campus Centers are versatile venues, hosting a range of events such as lectures, movie screenings, banquets, concerts, and conferences. In addition to meeting and event spaces, the Sadler Center and Campus Center offer a variety of services to the William & Mary community including the Game Room, Postal Services, Catering Office, Center Court, Student X-change, Marketplace, BBQ 1693 foodtruck, and ATMs.



Bob Knowlton. MEd
Director of Sadler Center & Campus Center

Top Future Wins

1. Complete a successful design phase for the Sadler West addition.
2. Acquire functional space in One Tribe Place to replace Trinkle Hall and the Little Theater.
3. Finalize a strong new contract and management team for the Daily Grind.

Change in Direction

Now that we are in the process of expanding the Sadler Center and eventually closing the Campus Center, all facility and programtaic decisions are being viewed in light of that project. Our goal is for the addition to blend seamlessly with the existing structure and produce one modern facility. We have begun making improvements in areas of utilities, electronics, and décor.

Accomplishments

For the 2017-2018 academic year there were 5,601 reservations; 4713 Sadler Center and 888 Campus Center. This is a 6% increase in reservations over the previous academic year. Requests for the facilities continue outstrip our availability requiring a lottery for student organizations to reserve meeting space. This problem will be exacerbated for the next few years due to Theater taking over the Little Theater. Groups who do not get reservations through the lottery meet informally in lobbies, hallways and even stairwells.

We are completing the redecoration of the Sadler Center Main Lounge. It was sorely needed and done within the décor planned for the addition. The changes should match well with the new look. It will be finished this summer.

We continue to move aspects of our operation from paper to digital media. Again, this is in concert with the new systems planned for the addition. We have also converted the defunct Campus Center Business Manager position to an electronic media visual designer. This person will oversee the new electronic systems as well as assisting our department, the Division, and student organizations in developing their own media in agreement with the University Web and Design Style Guide.

To create office space for the new position, the Campus Events Audio-Visual staff has moved their office from the Sadler Center Main Office complex to Briggs Amphitheater. This will allow them more space coupled with ease of access when moving equipment. It will also provide more oversight for the amphitheater systems and events requiring audio-visual service.

Contributions from the Parents Fund allowed us to purchase a portable lift for wheelchairs, walkers, etc. which we can move to any area for use.

The Commonwealth Auditorium has had some electric wiring reconfiguration which will help the lighting system be more dependable and consistent.

Aspirations

Continue developing and adjusting a functional repair/renovation plan to minimize the effect the dollars spent between now and the addition.

Improved Audio-Visual Services: While great strides were made in the last two years in correcting procedures and modernizing systems, we will need to maintain that upward movement as we replace aging systems and train our student employees in new technologies.

Mission Statement

Academic Enrichment programs are designed to facilitate student academic achievement and learning efficacy as well as contribute to academic retention.

Core Functions

Teach college-level strategic and independent learning skills to undergraduate students.

Provide academic intervention, consultation, and support for students encountering academic difficulty with their progress toward degree.

Serve as a liaison and advocate for students as they engage with faculty and administration.

Manage an academic tutoring center.

Manage the continuance process.

Top Future Wins

1. Acquire endowments as a secure long-term funding source to support use of the Tribe TutorZone by low-SES students.
2. Increase donations to the TutorZone book repository to provide for annual updating of textbooks.
3. Establish a satellite office in Swem Library to support tutors and provide oversight for strategic learning workshops and tutoring services.

Despite the misconception that Academic Enrichment is only for students who are struggling, in reality, many students who take advantage of our resources are doing well in their classes, but are looking to gain that competitive edge.



Nancy Everson '98, '01, EdD '15
Senior Assistant Dean and
Director of Academic Enrichment

Tribe TutorZone 2016 Survey Results

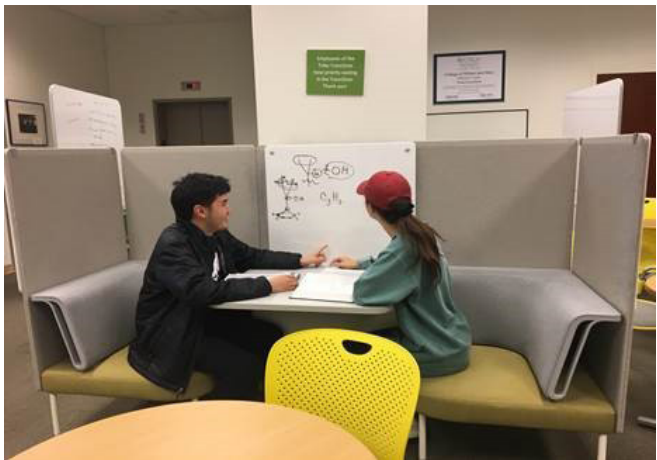
98% identified the TutorZone as a useful service

95% expressed increased understanding of the subject matter resulting from the tutoring

95% noted the tutor encouraged independent learning strategies

96% recommended their specific tutor

99% mentioned that their tutor was friendly and courteous



Accomplishments

The Tribe TutorZone, providing over 3,000 hours of one-on-one assistance. Targeted outreach, campus collaborations, and a piloted scheduling system to enable students to reserve a weekly time slots contributed to an increase in tutoring appointments. There was a 135% increase in the number of appointments offered at no cost to low-SES students thanks to donations, which we replenished with over \$7,000 in new donations throughout the year. Skype™ session availability was increased in summer 2018 to accommodate students who cannot travel to the library or are taking online courses.

The establishment of the The Tutor Advisory Board, developed training sessions, conducted outreach, and kept our programs in line with student needs.

The Tribe TutorZone participated in National Tutor Appreciation Week to recognize tutors for the enormous contributions they make to fellow students. Student workers from both the Writing Resources Center and the TutorZone were hosted at a recognition event, thus strengthening the working relationship between Student Affairs and Academic Affairs programs.

The past two Fall semesters, we surveyed academic probation students to determine the factors which contributed to their academic status. In Fall 2016, 63% of respondents indicated that uncertainty about academic and career goals contributed to their academic underperformance. Increased focus on career goals during consultations with probation students and referrals to appropriate resources resulted in a 26% decrease in respondents with that concern in Fall 2017.

Aspirations

Academic Intervention services participants reacted unfavorably to the program's name-some indicating that it was stress-provoking. Surveys also indicated that these students were highly worried about academics. To address these concerns, we are implementing services targeted toward greater self-awareness; revamping the language and delivery of services this summer. The Academic Intervention program will be renamed Aspire, effective this Fall.

Time management session participants sometimes needed additional follow-up services that we did not offer (e.g. assignment management). Consequently, a peer coaching program will pilot this fall for students who need services beyond the standard time management offering. With referral from an advisor or administrator, students will be paired with a peer coach for weekly meetings. This program strives to teach students to manage their coursework independently.

The TutorZone growth exceeded the capabilities of the software program used to manage appointments and billing. WCONLINE, a software program designed for tutoring programs, was recommended by the Tutor Advisory Board and approved by IT. It has been piloted, with an expected full rollout this Fall. This program allows tutors to limit the number of hours they work, tracks appointments of at-risk students, includes increased options for data and analysis, and reduces the manual processes involved in managing scheduling.

Mission Statement

Care Support Services (CSS) provides outreach, advocacy, and support services that assist and empower students in identifying and managing interpersonal, academic, and wellness concerns.

Vision

When students face significant challenges to their mental, physical, and social health, our vision is to identify and provide access to resources both on and off campus to meet significant student needs.

Core Functions

- Comprehensive non-clinical case management.
- Monitoring student wellness by tracking the progress and needs of at-risk students.



Rachel McDonald, PhD '16
Assistant Dean & Director of Care Support Services

Aspirations

Reach 100% rate of compliance for enrolled students who participate in Wellness Agreements plans by Fall 2018.

Analyze our new grief care package program to determine if students who have received a grief care package after the loss of a family member have accessed resources as a result of this new outreach program.

Top Future Wins

1. Implement a comprehensive non-clinical case management system for high-need students.
2. Expand electronic access to services and processes for students in need to include medical clearance and withdrawal petitions, exit interviews for students taking a medical withdrawal, and supplemental website tutorials accessible to both students and their families.
3. Expand our wellness agreement plans for students participating in study abroad programs to ensure they maintain their health and wellness progress while studying abroad.

Accomplishments

2016-17 was a year of exponential growth including an increase in care report response, wellness agreement case management, crisis management and medical withdrawals and enrollment support. CSS staff facilitated 1097 student appointments in 2016-2017. Program initiatives included an increased focus on wellness agreement access and compliance, supports and resources for students experiencing grief and loss, and partnerships with on and off-campus stakeholders to improve services for domestic and international students in crisis. With this global increase in student contact and support for at-risk students, CSS experienced the rewards of student success and access along with challenges in resource allocation and program sustainability.

The number of students experiencing a medical or emergency that necessitated the enactment of the College's Medical and Emotional Emergency Policy (MEEP) increased by 21% with a total of 58 students receiving support through the College's MEEP/Psychological Emergency Protocol (PEP) protocol in 2016-17. While the overall number of MEEP/PEP's have increased, the number of students detained under a temporary detention order have reduced comparatively along with the number of students medically withdrawing following a crisis, meaning more students are seeking help voluntarily, and more are returning to school with supports following a crisis.

Wellness Agreements, developed in cooperation with the student and health care providers, offer CSS staff the ability to provide case managements support to students who have returned to the college following a significant health crises or medical leave of absence. Wellness Agreements provide health and wellness guidelines for students and allow CSS staff to provide resources and referrals to students at-risk of experiencing additional health crisis and interruptions to their education. Each student has two main components to their Wellness Agreement compliance per semester. Compliance rates for Fall 2016 were (89%) and (93%) for Spring 2017. In addition to students on Wellness Agreements, CSS tracks students actively monitored who are "high need" but not on Wellness Agreements, adding approximately 25 more students to the CSS Director's case load.

With a donation from the Parent and Family Council Fund, Care Support Services launched a new grief care package initiative in Spring 2017. Additionally, the CSS and DOSO staff is following a new grief protocol to ensure that the students are provided with faculty emails, receive a check in phone call, and are mailed a grief care support package with a letter from the CSS Director to the student's mailbox.

Medical Review Committee (MRC) petitions had a 104.89% increase since moving to an electronic petition process in 2015 with 225 petitions processed in 2015-16, and 461 petitions processed during the 2016-17 school year. 88.5% of them were approved, 8.67% denied, 1.74% requested additional information, and 1.09% received a recommendation (recommend or do not recommend). 21.26% were for Full Medical Withdrawals, 1.08% Medical Clearance, 21.9% Medical Clearance and Re-enrollment, 14.32% Partial Withdrawal, 33.19% Partial Medical Withdrawal to Underload, and 8.25% Retroactive Medical Withdrawal.

Mission Statement

The Center for Student Diversity (CSD) strives to foster inclusion, collaboration, and relationship-building within our campus community. The Center provides academic, social, and transition support for underserved and underrepresented students and promotes exchange and dialogue between individuals of diverse backgrounds and identities. We also serve as an information center, providing training and resources to the campus and local Williamsburg community regarding multicultural and diversity topics.



Kimberly Weatherly, EdD
Assistant Dean of Students & Director,
Center for Student Diversity

Top Future Wins

1. Lavender Graduation is a Commencement Week celebration that provides recognition of LGBTQ+ students and their accomplishments. Twenty-five students and over 100 guests participated in the inaugural Lavender Graduation. CSD’s goal is to collaborate with the LGBTQ+ Alumni Association to annually host this event.
2. The PLUS (Preparing for Life as an Undergraduate Student) program has provided a positive, transitional summer experience between high school and college life for 20+ years. The goal of the CSD is to extend the weeks of the program or have two sessions and make it a competitive selective program. CSD received 96 PLUS applications for the 35 slots available in the Summer 2018 session, the most ever received.
3. In partnership with CAMU (Campus Ministries United), our goal is to help students learn about social justice advocacy through their faith and dialogue that can serve as an invitation to topics involving diversity and inclusion.

Core Functions

Educational outreach to build awareness, appreciation, and allyship of diverse student populations and communities

Support for historically underrepresented students and identity spectrum

Diversity educational and resource materials

Activism, consultation, and referrals

Leadership, mentorship, and peer education programs

Cross campus partnerships that promote educational opportunities for historically underrepresented students

Assistance with the university’s outreach, recruitment, and retention efforts for students of color and other under-represented populations

Assistance with creating policies and procedures that address the interests and concerns of under-represented students

The Center for Student Diversity (CSD) is proud of its signature programs such as Inside Out Theater, PLUS program, Lavender Graduation, the President’s Council and the Peer Education program. CSD partners with undergraduate organizations and several offices around campus to provide services and engage historically underrepresented students. Our annual events include the Dr. Martin Luther King Celebration, and a diverse & robust speaker series.

The Center offered another successful series of programming around topics of diversity and inclusion including: Jacob Tobia, Genderqueer and Trans activist, in honor of LGBTQ History month and “Continuing King’s Legacy in a Post-Obama Era” featuring attorney and political analyst Angela Rye.

Participants in the PLUS Program yield a 98% four-year graduation rate, evidence that this important CSD initiative helps put students on the path to success at William & Mary. We had 38 participants in the 2016 PLUS Program. The PLUS program provides a positive, transitional summer experiences between high school and college life. The program provides an intensive orientation to academic life at the College helping students connect to critical campus resources and one another.

CSD staff facilitated diversity/inclusion workshops across campus and throughout the Greater Williamsburg community. We partnered with other departments on campus to sponsor programming. Students have been an active part of our efforts through writing and performing creative work, helping develop and lead workshops, facilitating dialogues and creating media campaigns that raise awareness around diversity and social justice topics. Our Peer Educators are a critical part of building awareness and understanding of diverse cultures and identities, and their inter-connected relationships among all of us. Specific initiatives include: Essential FYI Diversity Workshops, the Ally Program (formally Safe Zone), “Inside Out” Theatre, and the Student Engagement & Empowerment through Dialogue (SEED) Project.

In preparation of the 2017-2018 school year, the Center for Student Diversity remodeled its center to include a state of the art audio-visual system and a 55’ TV, new furniture, and a refreshing paint job. We are excited to welcome our students into our updated center.

Aspirations

Increase engagement within the CSD

Secure additional private funding to expand services and programs

Restructure Diversity Education initiatives and training

Expand President’s Council support and engagement



Core Functions

Provide students with the support resources needed to understand and navigate exceptions to academic regulations (individual meetings, programming, targeted messaging).

Top Future Wins

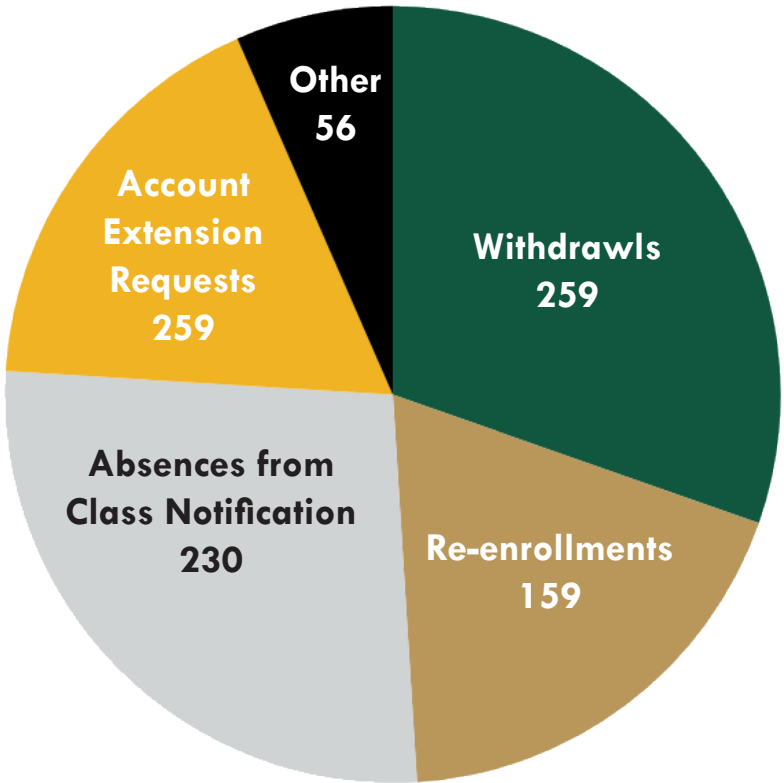
1. Encourage students to feel comfortable coming to our office for help before they are in crisis mode. To realize that we are their support system and that we are here to be a resource for them so that their journey here at William and Mary is not only, rewarding, but also a pleasant experience.
2. Ensure that our processes are clearly written and streamlined for our students to locate, complete, and submit our forms or petitions with ease.
3. Create a pilot virtual program for students in need of a walk-in appointment to meet with a dean. This program will allow students to meet with a dean virtually via Skype™, FaceTime, or other virtual resources available. This will help students facing serious challenges that would otherwise be unable to come to our office in person.



Cenie Bellamy, MEd
Coordinator of Enrollment Support Services

2016-17 CAS Petitions by Type

Committee on Academic Status Petitions are requests from students for exceptions to academic regulations which includes overloads, underloads, late add, late drop, late withdrawals, and academic reinstatement to good standing.



Accomplishments

Enrollment Support Services has undergone an enormous amount of changes at multiple levels (organizational restructuring, changes in leadership and staffing, policy changes, and others). These changes have been vital to the development and success of the new structure of services provided to students, faculty, and staff.

Multiple administrative processes were streamlined to ease the access to resources for students. Due to the changes implemented, we had a substantial decline in requests for exemptions to policies made by students and overall student walk-ins. Furthermore, we created Standard Operating Procedures Manuals for all new processes.

Strong collaboration with the Registrar’s office ensures that the processes we have in place are working for everyone. We also worked together to define the process for the William & Mary Tuition Promise appeals and we meet monthly to discuss any issues that arise.

Redefining the process for the Absence Notification Request so that students will have the proper resources when there is an emergency and enable the Faculty to have added support while accommodating the student’s needs.

Collaboration between Enrollment Support and the DC Program in outlining and clarifying academic policies for student’s carrying an overload.

Served as member of the Work Group for BDM (Banner Document Management), and defined the appeals process for the William & Mary Promise.

Aspirations

Implementing an “Answer On-the-Go” program; staff members will be available in different areas of the College frequented by students to provide on the go answers to their questions regarding services and resources available.

Attend underrepresented/underserved student population meetings to provide them with information about our services and how our office can assist them with support and achieving their educational goals.

The Enrollment Support Service team desires to unite with the various departments across campus to create a distinct plan for more cohesiveness when working with our students by collaborating and converging in the continued effort to remain student focused.

Parent & Family Programs

Mission Statement

Parent & Family Programs (PFP) facilitates and advocates for the role of family involvement in community development and individual student success. Our programs provide resources and activities that connect families with each other and with the W&M community.

Vision

Cultivate a lifelong relationship among families and the university that supports and encourages student success.

Core Functions

Welcome parents and families to the W&M community

Create opportunities for meaningful involvement with the campus community

Connect parents and families with one another

Inform and educate parents and families about valuable resources, critical issues and topics relevant to student success



Mark Sikes, PhD '15
Associate Dean of Students and
Director of Parent & Family Programs

Aspirations

All W&M Families will receive and find value in PFP communications

Parent & Family philanthropy will continue to increase and allow Student Affairs to provide innovative programs and services for the benefit of all students

Top Future Wins

1. Secure time for President Rowe to join us in China for Chinese Parent Association annual conference.
2. Develop and create a sustainable parent volunteer model for our growing parent communities.
3. Develop new ways to utilize technology in order to communicate and maintain relationships using technology with our parent and family communities.

Accomplishments

Much of the work that PFP accomplishes emerges from its collaboration with First Year Experience and Parent and Family Giving and our cultivation and stewardship work with the Parent & Family Council (PFC). The PFC is a group of 100 dedicated families whose aim is to increase family engagement with the university through the donation of time, talent, and treasure. PFC members participate in initiatives across campus. Families across the university have a 34% participation rate in giving to the university, and parents have contributed \$19,470,280 to William and Mary since the establishment of the Parent and Family Programs.

PFP focused on four initiatives centered on our core values of engagement, communication, relationship building, and engendering positive associations with the university through stewardship.

- Family Orientation: After our assessment of past Family Orientations, we saw a need to change the 1.5-day schedule to address more effectively our families' needs. The new format increased the amount of time families spent saying goodbye to students, as well as included more sessions with faculty and administrators covering topics most important to families for the first semester.
- Population-Specific Communications: We launched e-newsletters targeted to families from each social class, international families, and Joint Degree Programme student families. These monthly newsletters have a 78% open rate. Through these targeted communications, we have increased family engagement, created a stronger sense of connection to the university, and lowered the number of general inquiries families make to university offices.
- New Family Welcome Events: PFP collaborates with PFC members to host 34 welcome events for new students and families across the country and internationally. Beginning with early decision receptions in January and running through the week before Orientation in August, these events bring over 1,300 new families (freshmen and transfers) together to start forming the lifelong relationships the university seeks to cultivate.
- For the Bold Campaign Efforts: Our collaborative efforts with University Advancement and Parent & Family Giving led to 3,866 family members giving a total of \$872,066 in FY17. Half of these funds are used for scholarships, and Student Affairs receives the remaining half. The VP for Student Affairs distributes these funds among the five thematic areas to projects and programs providing direct services and support to students. The increase is a direct result of PFP staff engaging families throughout their William & Mary experience.

In addition, PFP staff continue outreach and support for our international student population. Each year the Director travels to China, Japan, and South Korea to welcome new families. Additionally, the monthly newsletters are now available to our Chinese families in Mandarin, furthering increasing their engagement with the university.



Student Accessibility Services

Mission Statement

The mission of Student Accessibility Services (SAS) is to create a barrier-free environment for matriculating students with debilitating diagnosed conditions by considering reasonable accommodations upon request on an individual and flexible basis. Student Accessibility Services strives to foster student independence, to encourage self-determination, to emphasize empowerment and accommodation over limitation, and to create a comprehensive, accessible environment to ensure that individuals are viewed on the basis of contribution, not deficit.

Core Functions

- Assist students with diagnosed conditions/ disabilities in the development of self-advocacy skills
- Provide services and accommodations for students to engage strategies that effectively offset disability and enhance academic success
- Increase disability awareness within the William & Mary community

Anticipated Learning Outcomes

- Students will have a better understanding of the functional strengths and challenges resulting from their disability
- Students will be able to describe the process for requesting and receiving reasonable accommodation at William & Mary
- Students will be able to clearly articulate their accommodation needs to others
- Students will make independent contacts and/ or follow through when they receive resource referrals

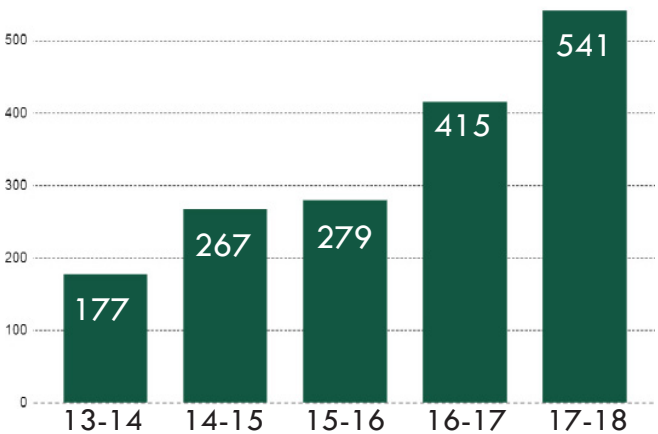


Lesley Henderson, Eds
Assistant Dean of Students & Director of Student Accessibility Services

Top Future Wins

1. Transform perception of SAS-registered students from a limitation model based on the deficits related to a diagnosed condition to a growth model that promotes self-advocacy, empowerment, and ability.
2. Develop partnerships both within campus and within the local community for the betterment of the students we serve.
3. Create a culture of understanding whereby faculty and staff understand and practice Universal Design for Learning in which inclusivity is organic rather than an afterthought.

Registered SAS Students by Academic Year



Accomplishments

Sought to empower students rather than emphasize what some might characterize as “weaknesses.” Through the name change in 2015 to “Student Accessibility Services,” we continue this initiative, promoting a service that emphasizes strengths, not weakness. Completed the third year of the golf cart transportation service to mobility limited students.

Navigating a college campus that is rooted in history can be difficult for students who have broken a leg or who have other diagnosed conditions that impact their mobility. SAS offered a solution to this quandary in 15-16 with the advent of the SAS-operated golf cart service, and it continued its momentum this year as well, yielding 3,166 student rides during the Fall 2017 and Spring 2018 semesters.

Evaluated the note taking accommodation system, which asks for volunteer student note takers from within the SAS student’s class for which they need notes. SAS students reported in previous semesters that they were not able to secure reliable note takers through professor requests. SAS utilized features within the Symplicity™ Accommodate system to email class participants, recruiting paid note takers. SAS was able to provide a greater amount of notes to students in need of this accommodation through this method.

Collaborated with the Cohen Career Center to bring the Workforce Recruitment Program to William & Mary. This program targets motivated students with disabilities to give them an advantage with federal and private recruiters who want to diversify their workforce. SAS had twelve students attend an interest session, five complete the steps to be part of this program, and three who confirmed they were offered summer jobs or internships, and one who accepted an internship. We believe this to be a “slow but successful” start.

The Neurodiversity Working Group established a goal early in the 16-17 year of starting a summer bridge program to support students on the autism spectrum and/or students who otherwise qualify as “neurodiverse.” Such opportunities are available at other higher education institutions, and the group members devised a vision of a weekend bridge program to focus on incoming students in this population and what they “need to know,” based on their individual characteristics. Student Accessibility Services worked with neurodiversity resources and Parents Fund allocations to host the first Neurodiversity Bridge Program in July 2017. This successful program expanded its capacity to serve neurodiverse students in July 2018.

Aspirations

- Improve note taking services to enable students with this ADA accommodation to more easily and fully obtain notes.
- Increase the number of already-registered SAS students who renew/affirm their accommodations each semester within the first month of the school year.
- Increase the accessibility of its services to diverse populations through online booking of appointments and through walk-in hours, reducing barriers related to appointment booking.
- Continue to provide resources, technologies, and strategies that allow students equal access to the educational environment.
- Continue to foster an environment in which staff and professors welcome and embrace student ADA accommodation needs while maintaining fundamental collegiate educational goals.

Community Values & Restorative Practices

Mission Statement

William & Mary’s Community Values & Restorative Practices programs serve to maintain the university’s community values and the behavioral expectations of the student body. The mission of Community Values & Restorative Practices is to promote a living and learning environment that is respectful of the rights and perspectives of others, is safe and free from disruption, and allows students and faculty members to pursue their educational goals.

The office fulfills its mission by providing educational programs, confronting behavior that violates our community expectations and engaging students in reflective learning in order to foster personal development, civility, and an understanding of the responsibilities attendant with living in our community.



Dave Gilbert, JD
Associate Dean of Students and
Director of Community Values & Restorative Practices

Core Functions

Engage students in reflective learning in order to foster personal development, civility, and an understanding of the responsibilities attendant with living in our community. Provide educational programs regarding our community’s values.

Community values at W&M include personal integrity, academic integrity, concern for the rights of others, and personal responsibility. These values are reflected in the Honor Code, the Code of Conduct, and other university policies.

Top Future Wins

1. Add components of restorative justice to the array of options available to assist students in navigating conflict and understanding the impact of their actions on the community.
2. Via William & Mary Connects, work more intentionally with our students at risk, such as those serving disciplinary suspension, to provide them with the support to successfully transition back to the university; this program also will work with students currently on disciplinary probation.
3. Provide high-quality programs and presentations using our recently-granted anonymous donation to support the Honor Council related to ethics, integrity and accountability.

Accomplishments

- Rebranded to Community Values & Restorative Practices to reflect evolution of our desire to incorporate additional methods to assist students develop conflict resolution strategies.
- Refined our agreement with Admission to review the applications and self-disclosed history of students applying for admission; as a result, we reviewed more applications than in past years and were able to make qualitative assessments of students’ fitness to enroll based on more comprehensive information and a more holistic review.
- Provided multiple programs for faculty to inform them of the revised honor code and the expanded resolution options available to them (we also used these venues as an opportunity to educate them as to Care resources).
- Procured a \$200,000 donation to support the honor councils and ethics programming (\$40,000 per year for five years)
- Increased our fundraising efforts resulting in a 80% increase in two years (approximate total of \$1800.00 last year) in giving during One Tribe One Day.
- Developed “William & Mary Connects” peer mentoring program for students who are serving disciplinary probation, who are suspended, or who are returning from a suspension.
- Conducted year-long educational campaign focused on driving under the influence.
- Placed Honor classroom placards in each undergraduate classroom (updated to reflect new university branding).
- Visited Va. Tech and CNU with the Honor Councils to share ideas and explore best practices.
- Provided an Honor Council reunion during Homecoming for honor council alumni.
- Presented at the Association for Student Conduct Administrators national conference.
- Developed and published webpage with organizational discipline outcomes.

Aspirations

- Continue to position the Honor Council as a national model program by presenting at conferences with our students.
- Host a regional or statewide Ethics and Integrity conference within the next three years.
- Implement the enhanced active probation mentoring program.
- Provide a full array of restorative justice practices to our students
- CAI assessment: will conduct climate survey using the Center for Academic Integrity survey in the fall semester with data analysis to be conducted with Honor Sysstem Review/Advising Committee in the spring.
- Study and present data regarding reporting of incident patterns, particularly with respect to Residence Life.

Student Success

Mission Statement

The mission of The Haven is to produce a dynamic trauma-informed resource center at William & Mary for individuals affected by sexual violence, intimate partner violence, stalking and/or other gender-based discrimination to foster empowerment, autonomy, connection, and healing.

Vision

To bring connection, healing, and hope to William & Mary students.

Core Functions

- To provide trauma-informed support/crisis intervention
- To engage students in safety planning and timely health services
- To connect students with information and referrals that foster support and connection
- To provide information about Title IX investigations/accommodations
- To cultivate survivor support programs
- To coordinate campus-wide sexual misconduct system response efforts

Top Future Wins

1. Increase visitor participation in providing feedback on The Haven’s services
2. Collaborate with Health & Wellness offices to provide opportunities for survivors to connect with others and increase healing and resiliency
3. Utilize technology in implementing continuing education for Haven volunteers



Liz Cascone, MSW
Director of The Haven

Trauma-Informed Advocacy Principles

Information

Providing information to survivors about the traumatic effects of assault/abuse

Respect

Creating an environment of respect that fosters personal agency

Connection

Offering opportunities for connection and meaning

Strengths

Focusing on survivors’ strengths

Culturally Relevant

Creating a culturally responsive and inclusive environment

Accomplishments

- Drafted and implemented a new Sexual Misconduct Response Protocol that outlines William & Mary’s response to reports of sexual misconduct, ensuring coordination among offices. This involved a series of collaborative meetings and trainings with the Dean of Students Office, Office of Residence Life, W&M Police, Compliance & Equity Office, the Counseling Center, and Student Health.
- Implemented a robust 32-hour volunteer training program for approximately 35 volunteers. The volunteer training has two components that includes 16 hours of core training and 16 hours of continuing education.
- Documented 60 confidential reports and provided advocacy services to those individuals. This is a 17.6% increase in confidential reports from last year.
- Tracked 94 visits to The Haven resource center. 44% of visitors were seeking support and 50% of visitors had experienced non-consensual touching or penetration.
- Served as an advisor to 7 students going through a Title IX investigation.
- Implemented an Art Therapy group in collaboration with the Counseling Center. Two different groups were implemented over two semesters for approximately 6-8 weeks each.
- Updated the Standard Operating Procedures (SOP) manual for The Haven volunteers and improved the recruitment and selection process of volunteers.
- Strengthened the capacity of volunteers to adequately respond to survivors of sexual and intimate partner violence through continuing education.
- Collaborated with other campus offices to improve response and prevention initiatives.
- Implemented an assessment form to measure trauma-informed practices at The Haven.
- Conducted 18 training and public awareness events across campus.

Aspirations

- Secure a Graduate Assistant to help the Director with the core functions of The Haven’s services; increasing overall capacity and providing Haven volunteers with staffing specifically for volunteer management.
- Increase giving to The Haven in order to support volunteer management and development.
- Improve The Haven’s assessment and program evaluation plans in order to ensure relevant and competent services to meet the needs of visitors.
- Develop a unique marketing strategy for The Haven to broaden the diversity of visitors to The Haven.



2017-18
Haven Volunteers

External Recognition & Leadership Roles

Notes:

Division: 2016 Williamsburg Health Foundation Award for focus on Integrative Wellness

Division: Named a “Promising Place to Work in Student Affairs” by Diverse: Issues in Higher Education and ACPA (2014, 2015, 2017)

2016 Association for Outdoor Recreation and Education The Green Program Award

2017 Campus Labs Rising Star Award for W&M implementation of Tribelink

2017 Southeastern Interfraternity Conference Excellence in Programming Award to the Interfraternity Council

2017 League of the American Bicyclists Silver Rated Bicycle Friendly University and tied for first as the Bicycle Friendly University in the State of Virginia

2018 College Panhellenic Excellence Award, 5th consecutive year

Holly Alexander: Chair, 2017-2020, Association of College and University Housing Officers-International (ACUHO-I) James C. Grimm National Housing Training Institute

GingerAmbler: 2016 Association of Fraternity/ Sorority Advisors Dr. Kent L. Gardner Award Executive Board Member of the VA Network for Women in Higher Education Administration (American Council on Education)

Chris Durden: 2017 Virginia Association of College and University Housing Officers Outstanding Professional Award

Lauren Garrett: NODA-The Association for Orientation, Transition, and Retention in Higher Education, Region VIII Conference Committee NODA Retention Symposium Committee, Experienced Professional Representative

Eric Garrison: Chair, Virginia Campus Task Force to End Sexual Assault and Intimate Partner Violence Virginia’s Representative, BACCHUS Initiatives of NASPA
2018 VCU Honoree for 30 years of International Work in Sexual Assault Prevention

Bob Gough: Assistant State Director, Virginia Recreational Sports Association
NIRSA Annual Conference Volunteer, Standards of Competition Work Team, and By-Laws Committee

Maggie Evans: President, Past President Southeast Association of Housing Officers
ACUHO-I, 2016 President’s Award, Co- Chair, International Study Tour and Chair, ACUHO-I joint fall conference committee

Nancy Everson: Reviewer, National Science Foundation (NSF) Scholarships in Science, Technology, Engineering, and Math (S-STEM)

Elizabeth Miller: President Emerita Greater Williamsburg Association of Volunteer Administration

Zach Kirkpatrick: NIRSA, Virginia Student State Rep.

Linda Knight: Board of Directors for Hazing Prevention.org – Secretary
James City County Advisory Board for Parks and Recreation- Chairperson
Campus Recreation Magazine – Wellness initiatives
Extramural Protest committee for NIRSA

Taylor Locks: 2016 NASPA Region III Graduate Student of the Year
2018 National Campus Advisor of the Year, Pi Lambda Fraternity

Melody Porter: Chair, Break Away a national nonprofit supporting alternative break programs
Fellow, Community Trustbuilding Fellowship
Council member, Council of Richmond Hill

Kelly O’Shaughnessy: Committee member, Ambassador, National Association of Colleges & Employers (NACE) Leadership Advancement Program

Kathleen Powell: NACE, President, Past-President
Faculty Lead, Strategic Planning, Chair, Center for Career Development and Talent Acquisition
SCHEV, Post-College Outcomes Data Project
Coalition for Access, Affordability and Success: Career Services Working Group

Jess Raymond: 2017 Virginia Association of College and University Housing Officers Service Award

Shylan Scott: Southeastern Association of Housing Officers Conference Chair

Anna Umbreit: Director of Public Relations, Williamsburg Young & Emerging Professionals

Joe Wheeless: Southeastern Interfraternity Conference) Advisor of the Year Award

