

Report to the Board of Visitors
STUDENT AFFAIRS AND ATHLETICS COMMITTEE

Room 350
Lavery Hall
8:30 a.m.

June 6, 2016

Board Members Present:

Wayne Robinson, Committee Chair (Student Affairs and Athletics)

Nancy Dye

Mehul Sanghani

Morgan Sykes, Undergraduate Student Representative

Guests:

Whit Babcock, Cynthia Bonner, Kenny Brooks, Tom Brown, Megan Caligiuri, Jed Castro, Catherine Cotrupi, Gabe Cohen, Heather Evans, Ted Faulkner, Eleanor Finger, Bill Foy, Karen Gilbert, Hunter Gresham, Hikmet Gursoy, Byron Hughes, Frances Keene, Chelsea Lyles, Patty Perillo, Desiree Reed-Francois, Bradi Rhodes, Tim Sands, Rohsaan Settle, Mohammed Seyam, Frank Shushok, Tricia Smith, John Torget, Penny White, and Chris Wise.

The meeting was called to order at 8:39 a.m.

Open Session

1. **Introductions, Opening Remarks and Approval of March 21, 2016.** Mr. Wayne Robinson, committee chair, provided opening remarks, welcomed attendees, and submitted the minutes of the March 21, 2016, Student Affairs and Athletics Committee meeting for review and acceptance.

A motion was made and passed unanimously to approve the minutes as written.

2. **Intercollegiate Athletics Report.** Mr. Whit Babcock, director of Athletics, offered a quarterly report on intercollegiate athletics in which he reviewed progress made toward the top ten goals set for this academic year. As he reviewed these goals, he noted that today's athletics report agenda represent prime examples of how many of these goals have been successful... specifically, the hiring of Mr. Kenny Brooks, the new head coach for women's basketball, and the work of the Hokie Vision staff.

Coach Brooks addressed the group sharing his hopes for the future of women's basketball at Virginia Tech and the experience he hopes to create for student-athletes both on and off the court.

Mr. Babcock then introduced Hokie Vision staff who expanded upon their work, which goes far beyond the large screens in athletic venues. True to the work, talent, and experience of the Hokie Vision team, a variety of exceptional videos were shown to display the power of storytelling through video and to demonstrate the impact of quality video for fan engagement, community outreach, and goodwill.

3. **Updates from the Division of Student Affairs.** Vice President Patty Perillo offered a robust quarterly update to the committee, highlighting numerous year-end statistics and accomplishments, which include...

Career Services will launch Internship Central this fall offering an employer and student interface website to assist in fostering internship connections. As well, their Career Outfitters program provided gently used professional clothing to 927 students in need as attire for job interviews, career fairs, and networking events.

The Corps of Cadets completed this academic year with an average GPA of 3.08, the 9th consecutive semester of a 3.0+ GPA average, and is again expecting to exceed 1,000 cadets for fall enrollment.

Dining Services handled an additional 213,375 student and customer transactions in the dining centers during fall and spring semesters, in part met through extending dining hours. (Anticipate 7.4 million total transactions to round out this fiscal year.) Additionally, Dining Services received a bronze-level NACUFS (National Association for College and University Food Service) Sustainability Award for the “reusable to-go” container program, which served more than 90,000 reusable meals this year.

Housing and Residence Life living-learning communities (LLCs) are proving their positive impact on the Virginia Tech campus. To note, the average first semester GPA was 3.26 compared to 3.17 for non-LLC students. The Residential College at West AJ is almost 10% more diverse than the campus averages. Reported cases of student misconduct is also lower in living-learning communities. Smart Security implementation is underway with a two-year install of dual authentication keyless door locks throughout the entire residential system. Wireless Internet Service is now available not only for our residents, but also for visitors during commencement as well as summer camps and conferences. And, 20,086 work orders were completed by the Housing and Residence Life Maintenance team this academic year.

Intercultural Engagement Center, in partnership with the Provost Rikakis and Dr. Menah Pratt-Clarke, vice provost for inclusion, will open two new cultural centers this fall to include a Hispanic/Latino Cultural Center and a LGBT Resource Center. Assistant Directors will be hired for these centers, as well as for the Black Cultural Center and Multicultural Center. In addition, and in partnership with Student Engagement and Campus Life, the division has identified a meditation space in

Squires Student Center to benefit students, especially those who previously had no dedicated prayer space and have been using hallways and stairwells.

The Leadership Education Collaborative (LEC) is only three years old and gaining traction. The LEC is currently launching a women's leadership development program. They've had two proposals accepted for national conferences and five student leaders represented Virginia Tech at the ACC Leadership Symposium at Clemson University.

New Student and Family Programs had the largest recorded attendance for Fall Family Weekend 2015 with 6,100 participants. As well, new student transition programs are going to include ongoing student mentoring by orientation leaders through the first six weeks of classes.

The division's Strengths-Based Learning initiative is completing its first academic year. More than 20,000 members of the Virginia Tech community have taken the Strengths Inventory thus far; nearly 8,000 this year alone. Taran Cardone was hired as the inaugural director and has facilitated 36 strengths workshops with nearly 2,000 students, staff, and faculty participating across campus. The THRIVE living-learning community will also launch this fall.

Student Conduct has adjudicated more than 1,200 cases and facilitated more than 300 informational meetings. As well, they extended the education and reflective experience of students beyond the initial conduct meeting is critical to building the capacity for the work to be educational in nature.

VT Engage is launching a new International Service Immersion Program in Peru, a second international site in addition to the Dominican Republic. While the focus and experience of each is drastically different, both programs focus on the mission as it relates to community partners. An initial review of opportunities in Belize and Indonesia have also been conducted with an Indonesia trip likely in 2017. Additionally, in collaboration with the VISTA program, VT Engaged started the Campus Kitchen at Virginia Tech and, while there is still considerable work to be done in terms of funding and supporting the projects with space, it has become a model for high-quality service-learning partnerships between DSA units and academic departments.

Last but not least, Dr. Perillo reviewed some organizational and staff shifts that will take place over the summer months. Dr. Cynthia Bonner, assistant vice president, will be retiring on July 1. Bill Foy, director of communications and innovative technologies, is transitioning out of student affairs to serve university relations with a live-feed campus television studio. With these shifts, several positions are being realigned. The division is currently hiring an Executive Director for Organization Effectiveness. Likewise, Hunter Gresham will transition out of her role as Chief of Staff to serve as the Executive Director for Communications and Information Technology. The search for a new Chief of Staff is also currently underway.

4. **DSA Facility Inventory Review.** Mr. Chris Wise, associate vice president for student affairs overseeing the health and wellness areas of the division, provided an overview of the student affairs facility footprint on the Blacksburg campus. Highlighting the themes presented in *The Virginia Tech Student Experience: Virginia Tech's Next 20 Years* task force report, and highlighting the university's desire to create "VT-Shaped" students, Mr. Wise articulated how the work of student affairs and our facilities play a critical role in the recruitment, retention, and overall experiential learning opportunities offered to our students. With more than 60 buildings occupying approximately 31% of the total square footage on the Blacksburg campus, both opportunities and challenges were discussed. Mr. Wise reviewed the various student affairs facilities—from advocacy and student centers to residential, dining, and well-being facilities—and offered a holistic look at the impact these facilities have in shaping students' experiences, while offering aspirational peers for comparison.
5. **The New Advancement Model.** Mr. John Torget, assistant vice president for leadership gifts and annual giving, reviewed the new advancement model whereby alumni relations, development, and university relations are integrated and strategically aligned to build lifelong relationships in support of Virginia Tech's aspirations, goals, and broader land-grant mission. He highlighted the university advancement values and partnership philosophy, which is centered on transparency, collaboration, and consistency. He further explained the university-wide leadership gifts program and how strategic partnerships with alumni and university relations areas can expand the potential of annual giving impact. He briefly reviewed the current funding priorities for both student affairs and parent support, as well as the Corps of Cadets.

Adjournment. Before adjourning, Mr. Robinson acknowledged Nancy Dye and Morgan Sykes for their service to this committee and the board. With no further business, a motion was entertained and the meeting was adjourned at 11:43 p.m.



Intercollegiate Athletics report to the
Student Affairs & Athletic Committee of
the Board of Visitors

June 6, 2016



WELCOME
Head Women's Basketball Coach
Kenny Brooks

FOLLOW US ON
TWITTER

@hokievision





HOKIEVISION

A multi-faceted production unit

- Student Intern Program: 6 Undergraduate Students, 3 Graduate Students
- Coverage and video support for all 22 varsity sports
- Big screens in 3 arenas, promoting 6 sports
- Live streams of over 79 contests for ESPN3 and HokiesXtra
- Virginia Tech Athletics YouTube Channel
- Department initiatives and campaigns
- Department Social Media Accounts
- @HokieVision

STORYTELLING

“Where words fail, music speaks.”

Every person, team, and program has a story worth telling. They are the authors—we are the illustrators.

Video harnesses the ability to elicit emotion, change energy, disseminate information, paint unique perspectives, and tell a story in a way a written piece cannot.

Post Details



Video

Post



Audience Retention can be found here x



Virginia Tech Athletics

VIDEO: Men's basketball honors veterans in team ceremony Full story;
<http://www.hokiesports.com/mbasketball/recaps/20151111aaa.html>

4:14 · Uploaded on 11/11/2015

Video Performance In This Post



🕒	Minutes Viewed	1,449,812	>
👤	Unique Viewers	1,424,368	>
📺	Video Views	1,664,500	>
📺	10-Second Views	746,893	>
📅	Average % Completion	20%	>

11/11/2015
9:40 am



VIDEO: Men's basketball honors veterans in team ceremony Full



5m



364.6K
125.1K







FAN ENGAGEMENT

So much content.
So little time!

The average attention span of a Goldfish is 9 seconds. According to a 2015 study by Microsoft Corps., people in today's digitalized age lose concentration after 8 seconds.

How do we keep fans interested? How do we compete with the surplus of outside stimuli? We engage them and when possible, include them in the content itself!



PROMOTIONS

THIS IS HOME

- This Is Home SportsCenter Spoofs
 - Olympic Sports commercial series modeled after ESPN's "This is SportsCenter"
 - Provides personality to student-athletes and coaches
 - Memorable advertisements
- Elicit emotions and nostalgia
- Using unique situational relevancy to entertain
 - Coach Beamer needs season tickets for the first time



UT PROSIM

"That I May Serve."

VIRGINIA TECH ATHLETICS



INTEGRITY • SERVICE • HONOR • EXCELLENCE







VirginiaTech®

Division of Student Affairs

Facility Inventory Review

Student Affairs and Athletic Committee

Board of Visitors

June 6, 2016

Mr. Chris Wise

Assistant Vice President

DSA Mission

To promote student learning, life skills, and personal growth through a strong focus on holistic student development and collaborative partnerships that deliver superior service to, and care for, students in the spirit of *Ut Prosim*.



The Division of
Student Affairs is
comprised of
23 departments
and
3 administrative
units

Assessment and Professional Development
Career Services
Communications and Innovative Technologies
Cook Counseling Center
Corps of Cadets
Cranwell International Center
Dean of Students/Student Advocacy
Dining Services
Division Advancement
DSA Human Resources
DSA Finance
Family and Alumni Relations
Fraternity and Sorority Life
Hokie Wellness
Housing and Residence Life
Information Technology
Intercultural Engagement Center
Leadership Education Collaborative
New Student and Family Programs
Recreational Sports
Schiffert Health Center
Services for Students with Disabilities
Strengths-Based Learning
Student Conduct
Student Engagement and Campus Life
VT Engage: The Community Learning Collaborative



Strategic Goals:

(2012-2018 as part of University Strategic Plan)

- ❖ **Impacting Learning Environments**
- ❖ Fostering Globalization and Inclusive Excellence
- ❖ Creating a Culture of Collaboration and Organizational Efficiency
- ❖ Embracing a Networked Society
- ❖ **Enhancing our Facilities**



Challenges

- ❖ Aging facilities
- ❖ Increasing student expectations
- ❖ Decreased state funding
- ❖ Planned enrollment growth

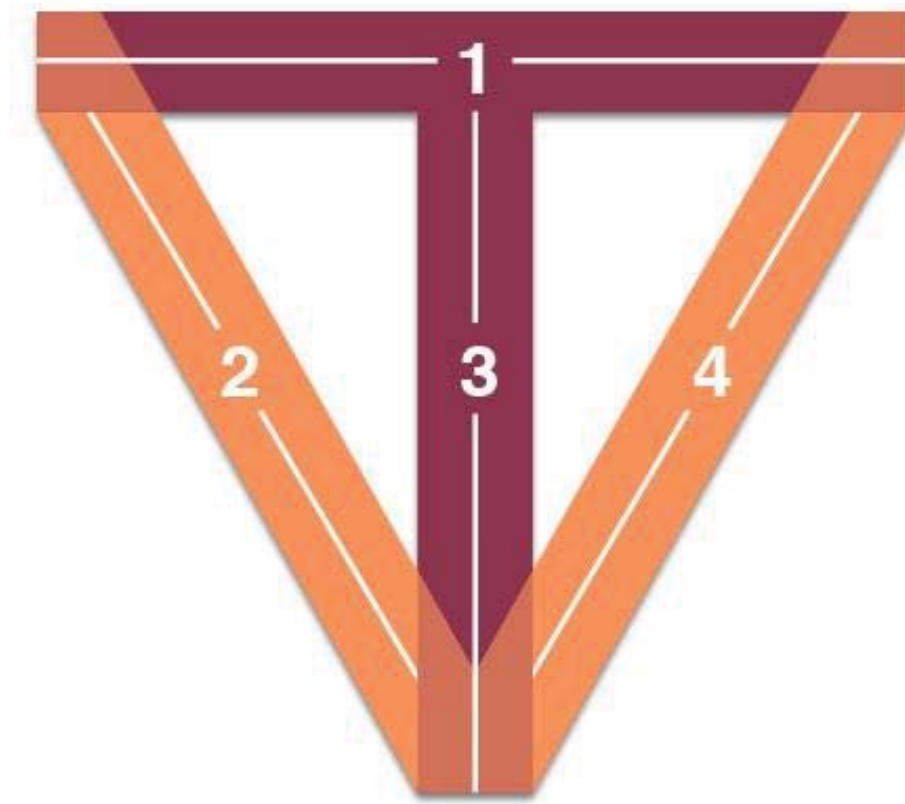


Opportunities

- ❖ We know that “space and place” matter
- ❖ Improve community and collaboration
- ❖ Increase learner-centered focus
- ❖ Student Affairs’ contribution to creating VT-shaped students



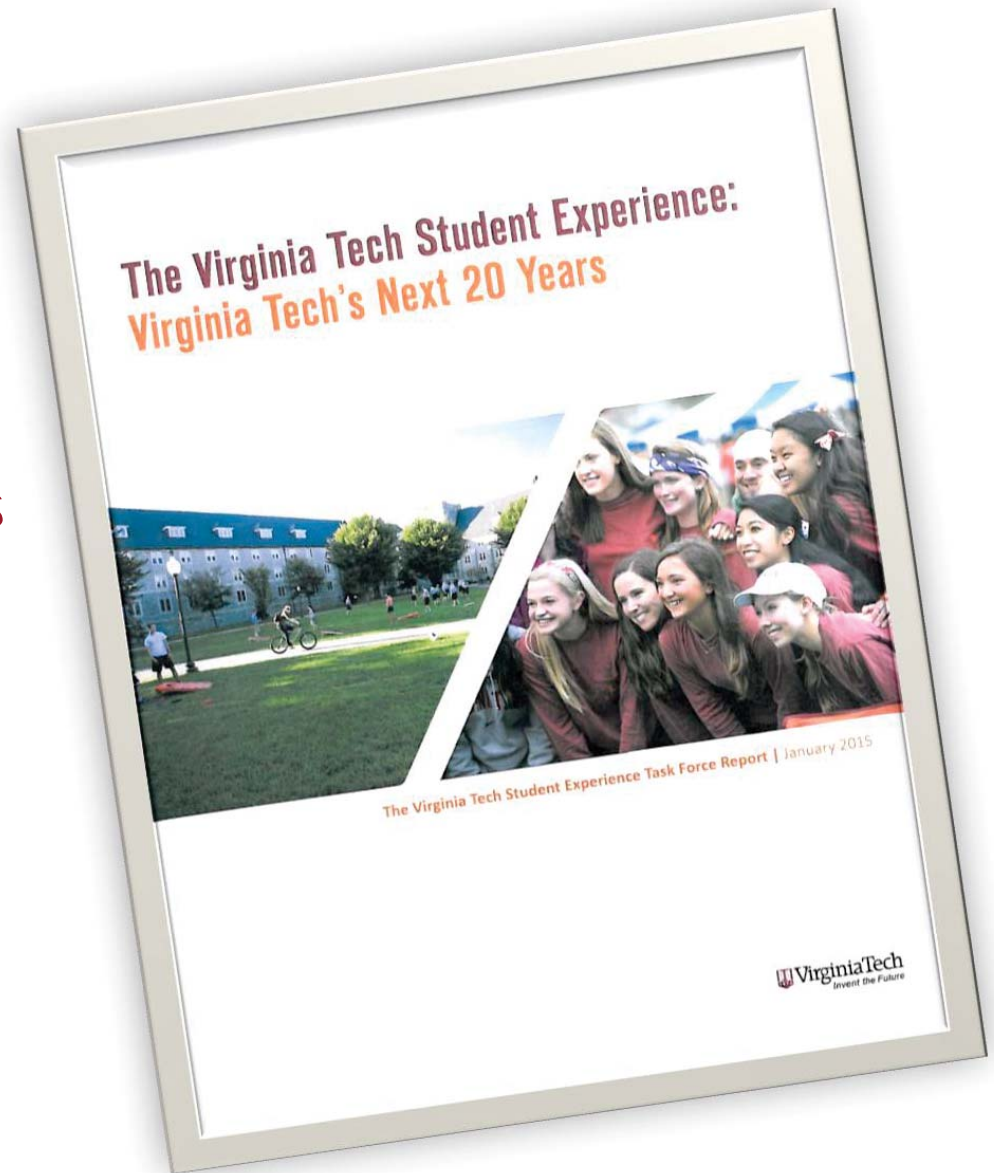
VT-Shaped Student



1. Transdisciplinary knowledge and technological literacy
2. Informal communal learning
3. Disciplinary depth
4. Guided experiential learning

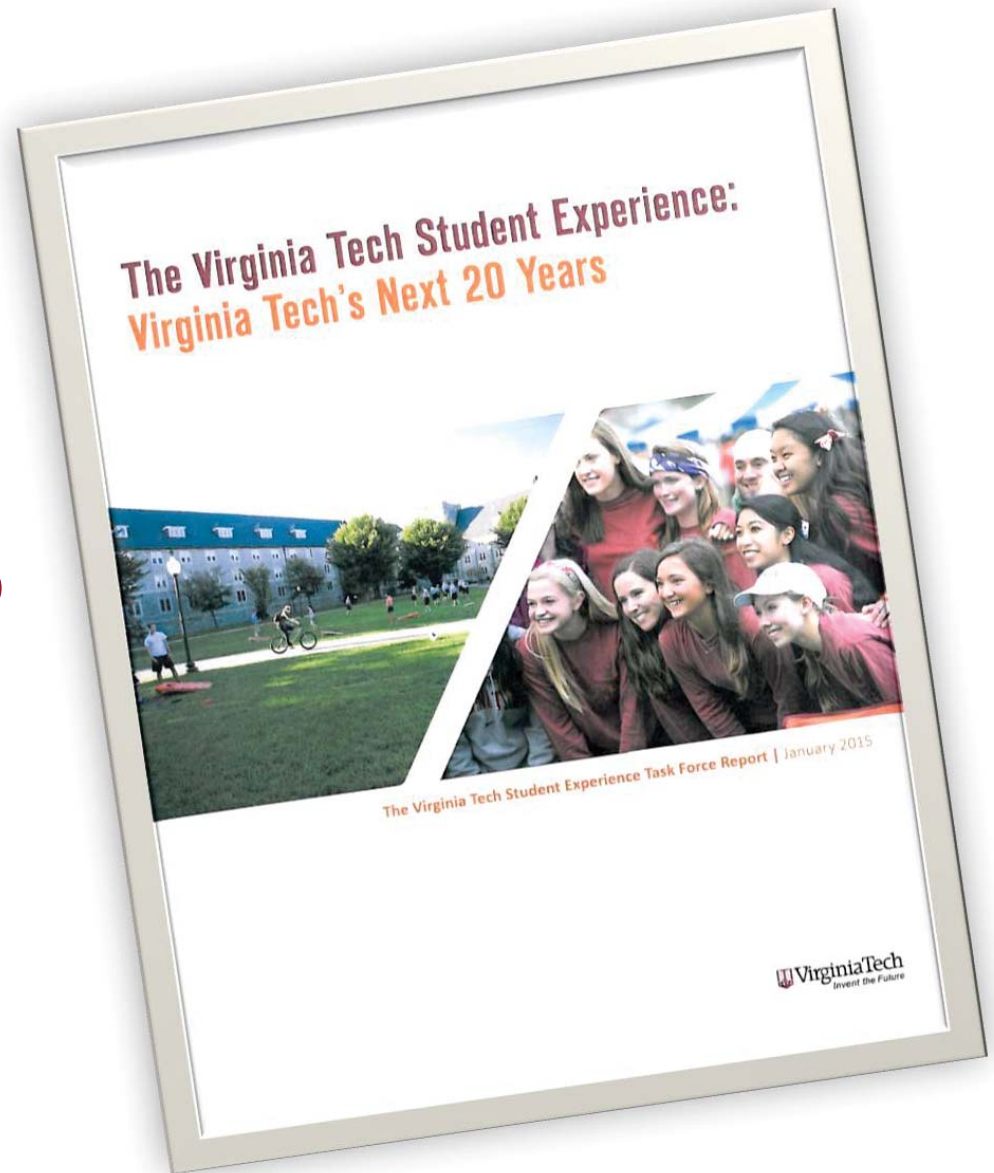
Theme 1:

The quality of spaces across campus, and student experiences within them, vary widely, contributing to a widening gap between possible experiences for students and faculty alike.



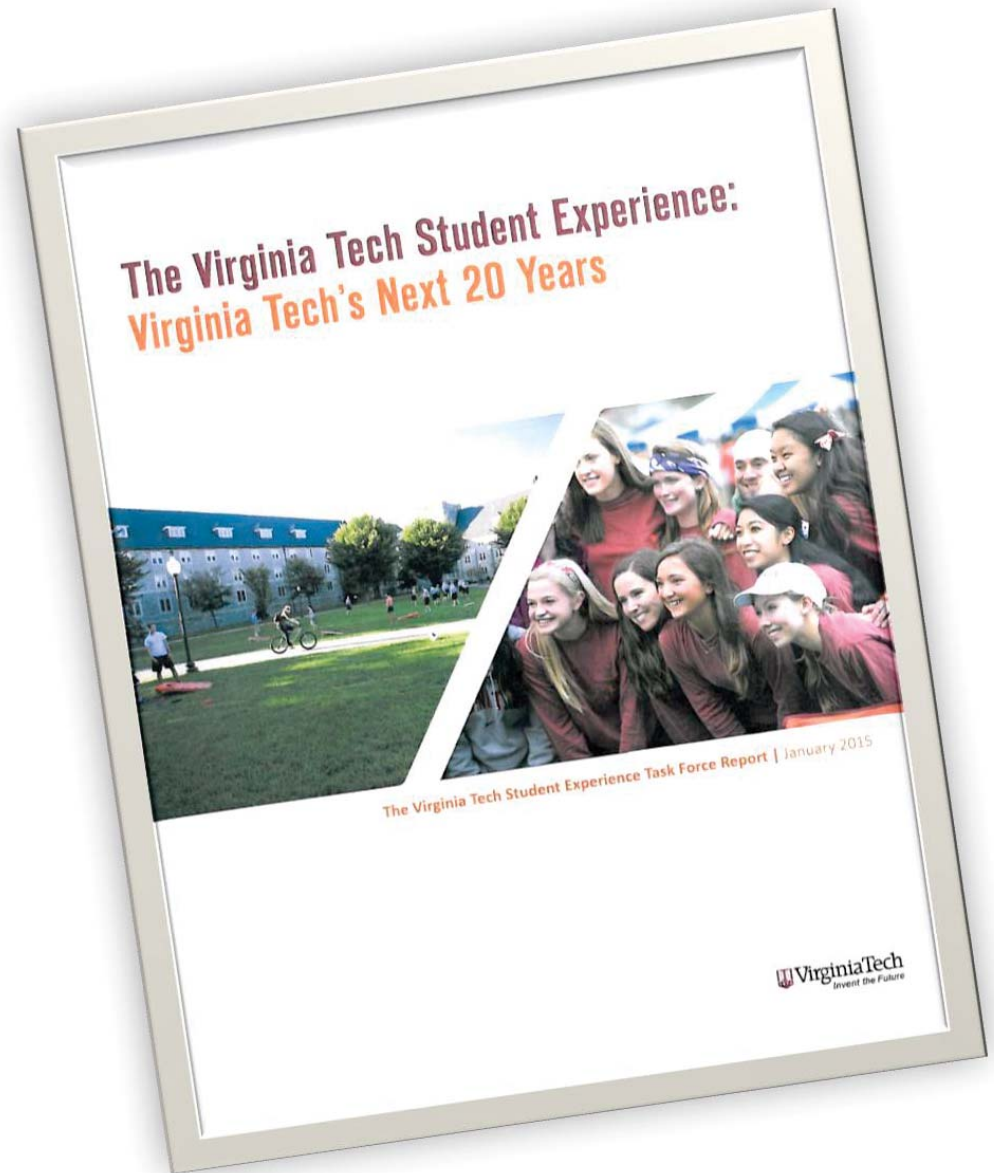
Theme 4:

Our spaces fail to invite student, faculty, and staff to gather informally outside of the classroom.



Theme 5:

Insufficient attention to the physical infrastructure of student-life facilities risks erosion of a Virginia Tech strategic advantage.



DSA Facilities:

The division is responsible for an extensive physical plant consisting of more than 3 million assignable square feet and more than 60 buildings across the campus.

This represents approximately 31% of the total square footage on the Virginia Tech Blacksburg campus.



3 Advocacy Centers

3 Student Centers
~plus War Memorial Chapel

11 Well-Being Areas
~including 5 Outdoor Recreational
Areas *(not indicated on map)*

10 Dining Centers

47 Residence Halls
~including the Oak Lane
Community
~including the Corps of Cadets



3 Advocacy Centers

- 1) Cranwell International Center
- 2) Dean of Students/Student Advocacy
- 3) Intercultural Engagement Center



3 Student Centers

- 1) G. Burke Johnston Student Center
 - 2) Graduate Life Center at Donaldson Brown
 - 3) Squires Student Center
- ~Plus War Memorial Chapel



11 Well-Being Centers

McComas Hall

- 1) Cook Counseling Center
- 2) Hokie Wellness
- 3) Recreational Sports/Fitness Center
- 4) Schiffert Health Center
- 5) War Memorial Hall (Recreational Sports/Fitness Center)
- 6) Services for Students with Disabilities (located in Lavery Hall)

Outdoor Recreational Areas

- 7) 2 Tennis Courts
 - 8) Club side Fields
 - 9) Intramural Fields
 - 10) Outdoor Recreation Area
 - 11) Venture Out
- 

10 Dining Centers

Dietrick Hall

- 1) D2
- 2) Deet's Place
- 3) DXpress

Owens Hall

- 4) Hokie Grill
- 5) Owens Food Court

Squires Student Center

- 6) Burger 37
- 7) Au Bon Pain
- 8) Turner Place at Lavery Hall
- 9) Vet Med Café
- 10) West End Market



47 Residence Halls

- | | |
|--|--|
| 1) Ambler Johnston (East) | 15) Monteith |
| 2) Ambler Johnston (West) | 16) New Hall West |
| 3) Barringer | 17) Newman |
| 4) Campbell (East) | 18) New Residence Hall East |
| 5) Campbell (West) | 19) Oak Lane Community (+19 buildings) |
| 6) Cochrane | 20) O'Shaughnessy |
| 7) Eggleston (Main) | 21) Payne |
| 8) Eggleston (West) | 22) Pearson |
| 9) Graduate Life Center at Donaldson Brown | 23) Peddrew-Yates |
| 10) Harper | 24) Pritchard |
| 11) Hillcrest | 25) Slusher Tower |
| 12) Johnson | 26) Slusher Wing |
| 13) Lee | 27) Thomas |
| 14) Miles | 28) Vawter |

Corps of Cadets Facilities

- ❖ Former Brodie *(new construction underway)*
- ❖ Lane
- ❖ Lavery (Dining)
- ❖ Main Eggleston
- ❖ Monteith
- ❖ Old Military Building
- ❖ Pearson (former Rasche)
- ❖ Thomas



Reality and Aspirations



Advocacy Centers



Cranwell International Center



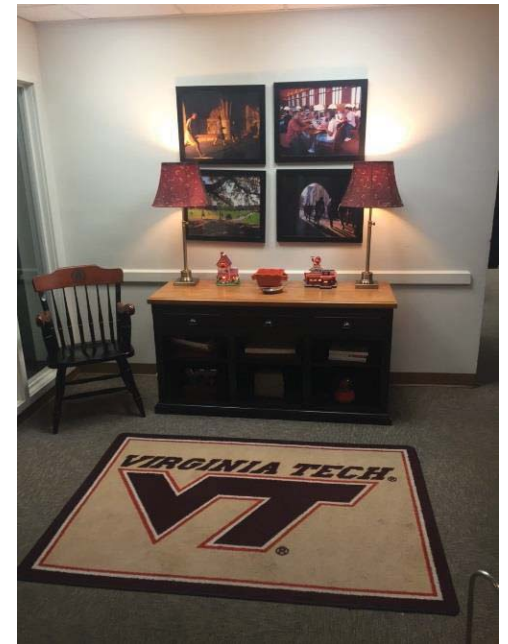
Aspirational Vision and Merger Underway



Mozaiko:
A Virginia Tech
Living Learning Community
for Global Convergence

Old Dominion University
Global Friendship House
(under construction)

Advocacy Centers



Advocacy Centers



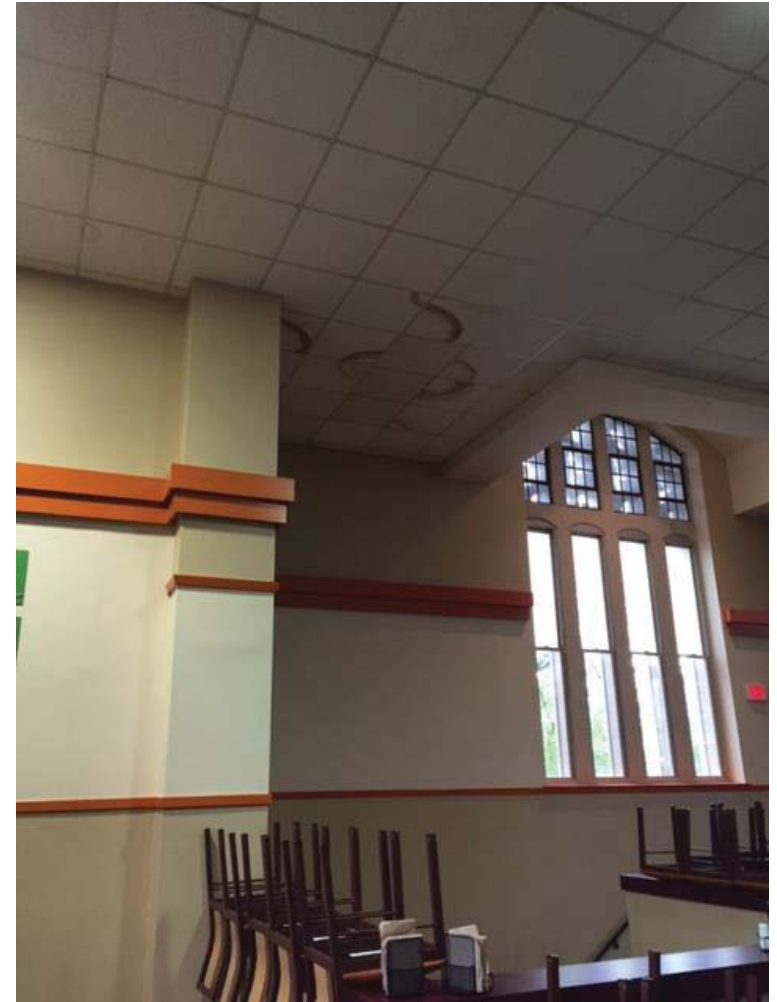
Intercultural Engagement Center



Award-Winning Dining



Room for Improvement



Owens Hall

Aspirational Dining



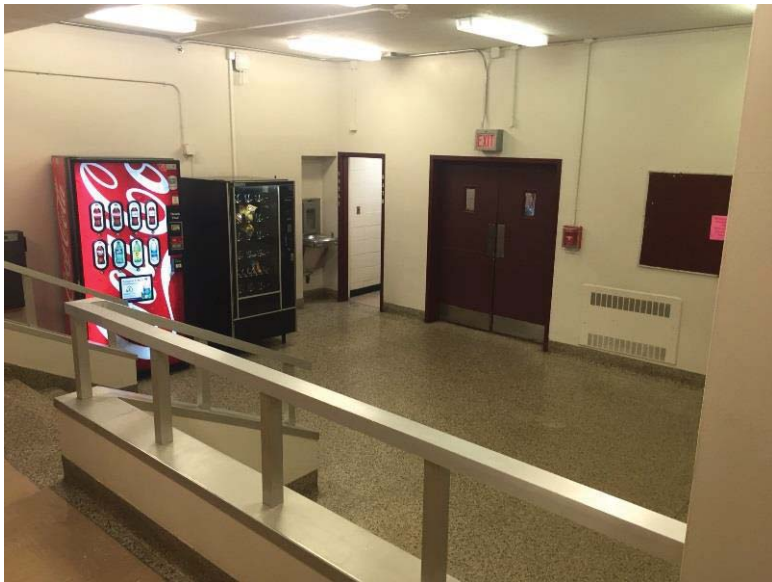
NC State



Ohio State



Home Sweet Home?



Home Sweet Home?



A "Model" Room



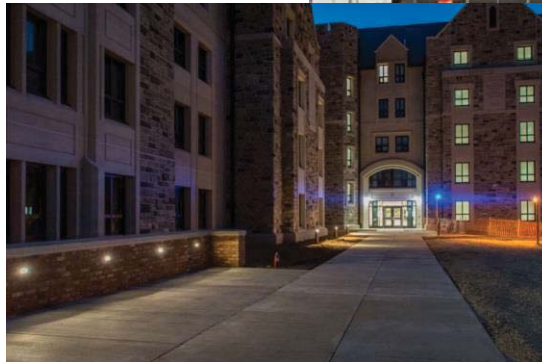
Improved Residence Halls



Corps of Cadet Facilities



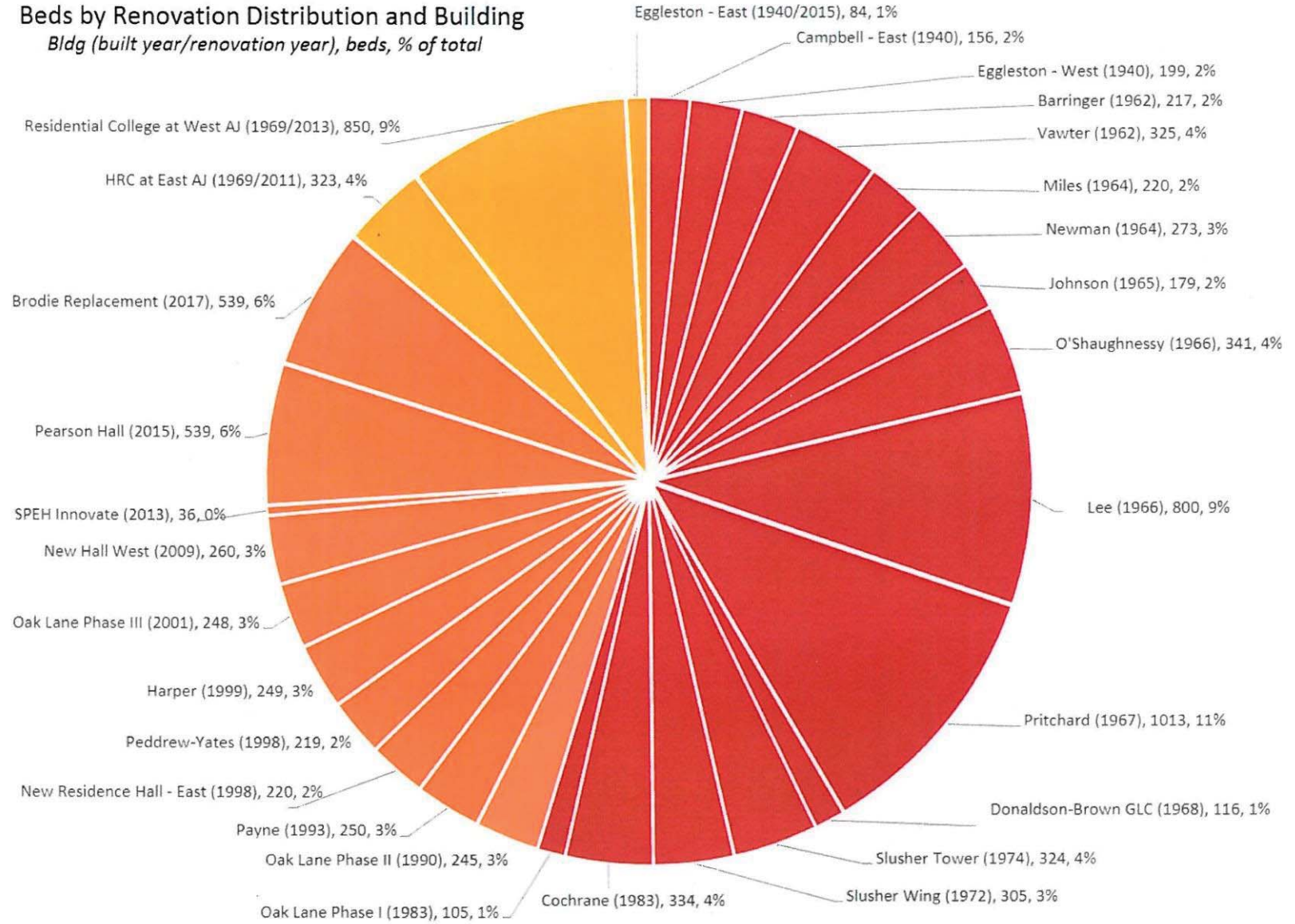
Former Brodie Hall



Pearson Hall

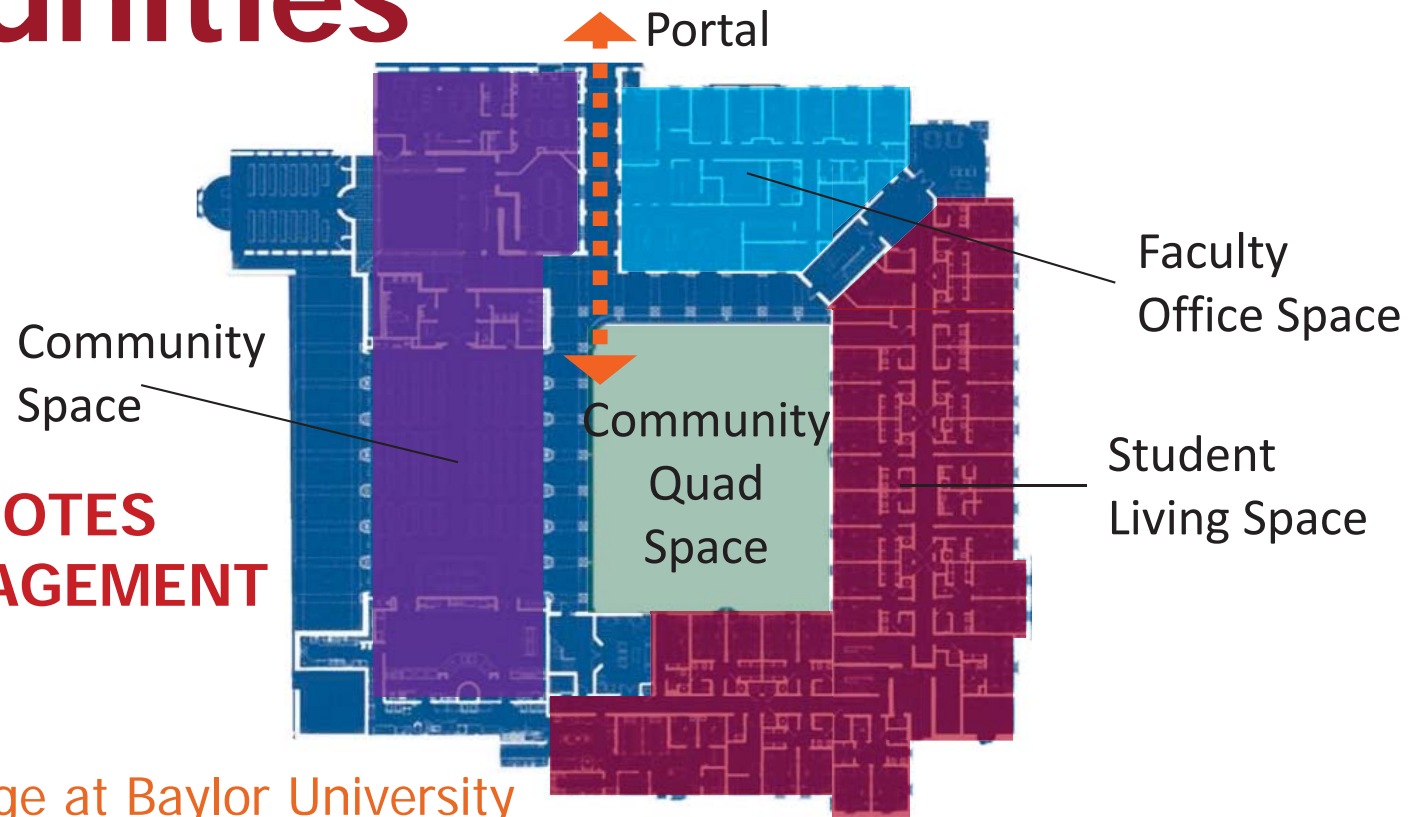


Beds by Renovation Distribution and Building
Bldg (built year/renovation year), beds, % of total



Aspirational Residential Communities

**MIXED USE PROMOTES
DIVERSITY AND ENGAGEMENT**



Brooks Residential College at Baylor University



Stanford University



Yale University



University of Virginia



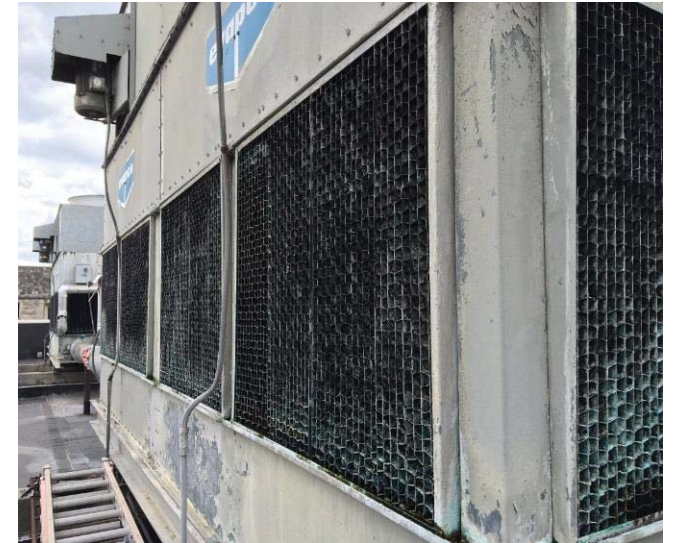
Squires Student Center



Air Handlers from 1968



Dormers from 1937



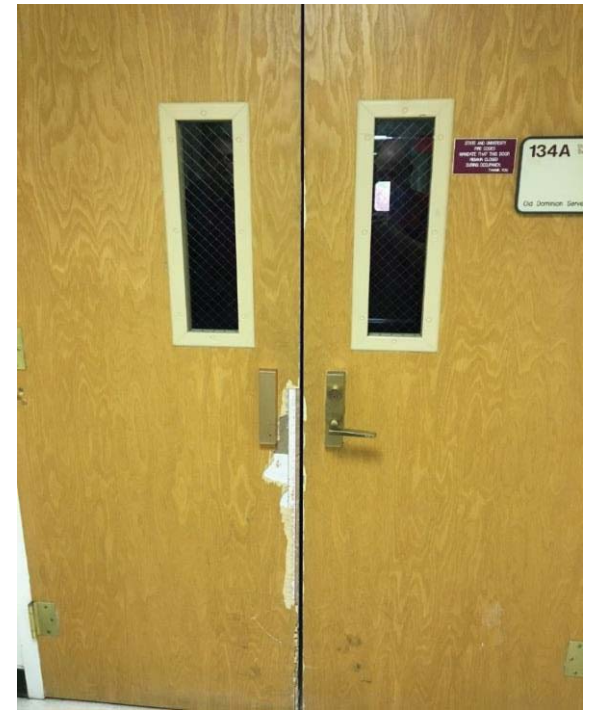
Cooling Towers

Squires Student Center



Uninspiring Corridors

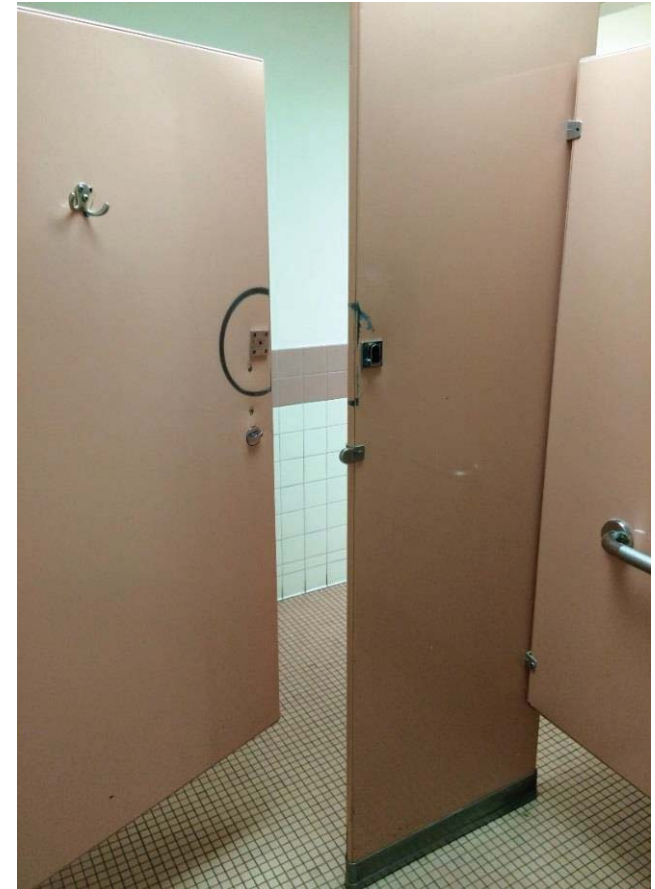
Old Dominion
Ballroom Entrance



Commonwealth
Ballroom Stage



Johnston Student Center



JSC Bathroom

Aspirational Student Centers



Miami University



NC State

Aspirational Student Centers



Oregon State University



Ohio State

Health & Wellness



Schiffert Health Center



Health Center Privacy?

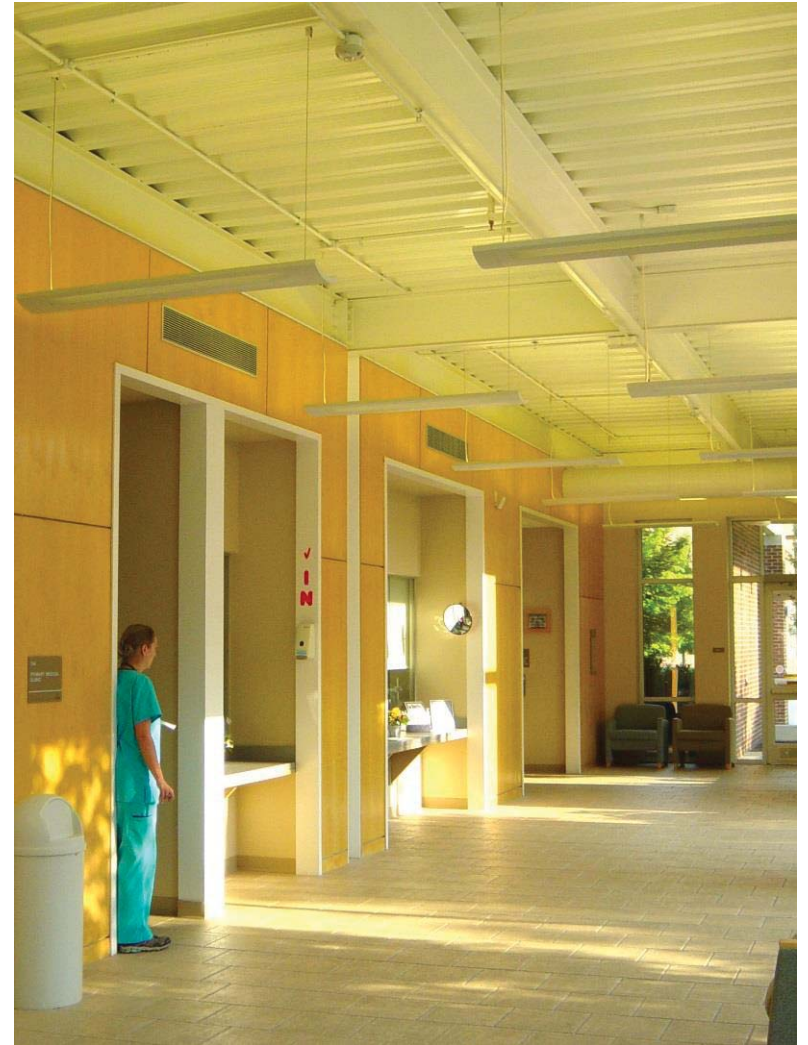


Schiffert Health Center

Aspirational Health Centers



Ohio University



University of Arkansas



Well-Being?

HEAT WARNING

The heat index can be as high as 110° in the Hokie Gym & Workout Center.

Adjust your time and intensity accordingly.

Stay hydrated and stop exercising if you start to feel faint or dizzy.

War Memorial Gym

Cold Shower Concerns



Cold / Cool showers have been a concern for years here at War Memorial Gym. We have been working with Facilities to try to remedy this problem without having to run several showers at a time.

Aspirational Wellness Centers



Cal State University Northridge
Oasis Wellness Center

Inspired to work out?



War Memorial Hall



Well-Being



McComas Hall



Aspirational Recreational Centers



Purdue University

Aspirational Recreational Centers



University of Missouri



University of Illinois

DSA Facility Focus in light of impending Campus Master Plan

❖ Current

- ❖ 2012 to present, under Vice President Perillo
 - ❖ AJ Remodel
 - ❖ Lavery Hall
 - ❖ Pearson Hall
 - ❖ New Corp Building replacing Rache

❖ Future





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Division of Student Affairs

Thank You!

Student Affairs and Athletic Committee

Board of Visitors

June 6, 2016



The Virginia Tech Student Experience: Virginia Tech's Next 20 Years



The Virginia Tech Student Experience Task Force Report | January 2015

A Letter to the Provost



January 9, 2015

Dear Provost McNamee:

On behalf of the Virginia Tech Student Experiences Task Force, we are pleased to share this document with you.

Since receiving your charge a year ago, our team of faculty, staff, and students has spent the past year studying the Virginia Tech student experience. This has been an edifying process, largely because of the unfettered commitment of the committee you appointed. We thank you for the opportunity to serve with them, as well the distinct honor it has been to dream about the Virginia Tech we hope to find in 20 years.

As part of our study, the entire team walked the campus, visited classrooms, and toured residence halls, libraries, and other student life facilities. We also requested and received numerous presentations from key Virginia Tech stakeholders and made a conscientious effort to learn more about the financial position of Virginia Tech and the implications of our recommendations given our fiscal context. Our conversations were robust, inspiring, and challenging.

In the end, we believe we have offered reasonable and manageable recommendations with the potential to guide Virginia Tech toward a student experience that maintains our unique strategic advantage as a residential campus. Moreover, our most salient hope is that the Virginia Tech of the future is one that is known for delivering a transformative student experience in which relationships flourish, diverse ideas converge, and people discover a purpose greater than themselves.

In the Spirit of *Ut Prosim*,

Rachel Holloway
Vice Provost for Undergraduate Academic Affairs

Frank Shushok Jr.
Senior Associate Vice President for Student Affairs



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Introduction: Ensuring a Robust Student Experience

Learning finds its best potential where relationships flourish, diverse ideas converge, and people discover a purpose greater than themselves, leaving little doubt as to why institutions of higher education invest tremendous energy and resources to nurture a sense of place.

Virginia Tech has long been celebrated for the unique experience it fosters. Ask a student or graduate what makes Virginia Tech special and a rich description often follows. Why do alumni return year in and year out to participate in homecoming, attend an athletic event, or simply wander around campus? This, of course, is what people do when their hearts and minds are ripe with memories of life-shaping moments. Traversing the Virginia Tech campus, graduates revisit and celebrate the people and places that helped them find their way in their journey of “becoming.”

Generations of Virginia Tech leaders have carefully crafted the Hokie experience that receives such accolades today. In this 143rd year, an abiding commitment to the future Virginia Tech experience remains unwavering. The university’s recently adopted strategic plan, *A Plan for a New Horizon*, speaks directly to enhancing the student experience. Complementary plans such as the *Academic Implementation Strategy* and the Division of Student Affairs’ *Aspirations for Student Learning* underscore the collective call for ensuring that a robust student experience remains a cornerstone of Virginia Tech. Moreover, the *Principles of Community* compel us to nurture a learning environment where all students can thrive.

To accomplish our ambitious aims, Senior Vice President and Provost Mark McNamee commissioned a year-long task force to study the campus experience and make recommendations to guide decision-making, resource allocation, and planning for facilities especially important to the student-life experience. The Virginia Tech Student Experience Task Force, co-chaired by Vice Provost for Undergraduate Academic Affairs Rachel Holloway and Senior Associate Vice President for Student Affairs Frank Shushok, comprised a broad group of faculty, staff, and students charged with answering the following questions:



1. Why is the residential nature of Virginia Tech important to our future competitive and educational advantage?
2. How can current research on best practices for living and learning inform our development of the Virginia Tech experience?
3. As we consider a new student center, what are the programmatic needs that must be housed within and where should it be located?
4. How should residential living at Virginia Tech look in 20 years?
5. How should Virginia Tech address its aging inventory of residential and learning facilities in order to reach programmatic goals?
6. What should the relationship between the residence halls, dining centers, student centers, and libraries be in order to strengthen our residential campus?
7. How can we plan financially to achieve a bold vision for the facilities that support the Virginia Tech living and learning experience?
8. What are the short-, intermediate-, and long-term strategies the senior leadership of Virginia Tech should pursue in regards to improving our campus experience?
9. How can these strategies be supported and incorporated into future updates to our campus master plan?

The following pages outline the best collective thinking of the Virginia Tech Student Experience Task Force, including our observation that Virginia Tech has a long history of faculty and staff accomplishing much with limited physical and financial resources. Taking this into consideration, it is our belief that Virginia Tech will be best served by giving due attention to the cautionary themes identified, as well as to the imperatives and recommendations for ensuring that a robust Virginia Tech student experience remains a strategic advantage.



Cautionary Themes: Learning from the Past to Guide our Future

In recent decades, the growing profile of Virginia Tech, particularly in an environment of reduced state funding and aging facilities, has resulted in gaps in maintaining the desired Virginia Tech experience. As the task force considered the future, the first order of business was to learn from the past. As a result, the following cautionary themes are presented as key concerns that must be addressed in the short and long term to avoid a significant degradation of the Virginia Tech student experience.

Theme One: The quality of spaces across the campus, and student experiences within them, vary widely, contributing to a widening gap between possible experiences for students and faculty alike.

Students' residence hall assignments, course selections, and majors may produce dramatically different learning experiences. One student may begin her college career in a new, air-conditioned residence hall with ample gathering spaces and opportunities to meet new students. Her first "classroom" experience is in a personal learning space in Cowgill Hall. She then attends a lecture in Goodwin Hall and returns to her residence hall where she finds peers gathered in a spacious and welcoming lobby participating in an impromptu conversation with the faculty principal who will later become a personal mentor. The spaces she inhabits in her day, and the people who occupy them, are affirming and supportive of learning.

Another student may live in a much smaller room in a residence hall built a half-century earlier. Without air conditioning or significant community gathering spaces, his living environment is one that represents mostly a place to sleep. His first class is in McBryde Hall where he sits in a windowless room with concrete block walls in an old chair packed into an uncomfortable space. His second and third classes of the day are also in McBryde Hall. When he returns to his residence hall, his peers have their doors open to create some cross-ventilation and he talks with a few of them as he goes back to his room. While the resident advisor makes him feel welcome, the physical spaces they share detract from his excitement, not to mention his learning. He wonders where all the tuition dollars are going.

Theme Two: Physical segregation perpetuates silos.

The campus has been purposefully designed in zones toward a goal of enhancing operational efficiency and effective delivery of instruction, research, and support services. Within the zones, building occupancy and usage generally reflect an historical academic organization centered on the "department" where whole faculties are located contiguously in a single building. As such, faculty, students, and staff tend to reside and work in buildings dedicated to singular functions or disciplines.



Faculty offices, teaching spaces, and laboratories are organized in districts. As a result, faculty members and students within a college rarely cross the Drillfield to teach in buildings associated with another college. Student affairs professionals infrequently enter academic buildings, further reducing the likelihood of unplanned encounters with faculty colleagues. Similarly, teaching and research faculty have little reason to enter a residence hall unless they have become involved in one of the residential colleges or living-learning programs. Similar patterns define daily interactions across campus.

Theme Three: Inflexible building design and construction standards too often inhibit programmatic performance as new needs emerge.

Building design and construction is a participatory process that reflects an understanding of today's programmatic needs. Envisioning and predicting the nature of future instruction, research, and student support is murky at best, as the pace of new technology and discovery impact future operations. As a result, the useful programmatic life of a building is often much shorter than the physical life of a building.

Institutional building standards frequently make responding to changing programmatic needs cost prohibitive. In many circumstances, the original structural design renders a facility incapable of adapting to changing needs. Thus, buildings become inflexible and challenging to recalibrate to a rapidly changing environment.

Theme Four: Our spaces fail to invite students, faculty, and staff to gather informally outside of the classroom.

Few academic buildings provide informal gathering spaces for students, staff, and faculty. Lobbies and foyers are often small and without furniture. Some faculty offices are too small for more than one student to consult with an instructor. The absence of easily accessible, spontaneous gathering places inhibits the development of relationships among our faculty, staff, and students. The recent Newman Library and Pamplin Hall Atrium projects demonstrate that intentional and thoughtful reconceptualization of space can transform a "dead zone" into a vibrant and productive gathering place for students, faculty, and staff. Even small changes in furnishings can invite interaction. There are many existing spaces that could be transformed with intentional planning and a modest investment.

One of our greatest assets at Virginia Tech is our outdoor space. However, a quick walk around campus reveals both its tremendous potential and the barriers to its productive use. The Hahn Horticulture Garden, the Duck Pond, the Alumni Mall, and our



iconic Drillfield offer spaces for congregation and contemplation. Yet, in other areas of campus, posts and chains flank the side-walks and the only seating options are concrete walls. The inspirational potential of outdoor art is absent from our landscape and could be a significant asset to our learning environment.

Finally, the community spaces that are most conducive to our relational aims have become so crowded that seats are at a premium. Turner Place, Newman Library, and the Pamplin Atrium are constantly humming with activity. Even at our current enrollment, overcrowding is a significant issue. As we contemplate growing our student body, we must anticipate and increase our environments that contribute to a sense of place and a sense of purpose.

Theme Five: Insufficient attention to the physical infrastructure of student-life facilities risks the erosion of a Virginia Tech strategic advantage.

An essential component of the student experience is the opportunity to develop friendships outside the classroom through co-curricular and extra-curricular activities. Virginia Tech students identify "meeting space" as one of their greatest needs. Spaces for student meetings, study groups, and places to rest between classes are all high priorities for students. Maturing institutions naturally evolve an asset portfolio of varied quality. Over time, older buildings accumulate deferred maintenance and become outdated while state-of-the-art facilities are constructed. State support and university support for infrastructure improvements are finite at any given time.

Envisioning the Next 20 Years

These five cautionary themes guide the imperatives created by the Virginia Tech Student Experience Task Force to address the questions posed in our charge. The task force agrees wholeheartedly that the residential nature of Virginia Tech is important to our future competitive and educational advantage. We also agree that Virginia Tech must preserve the residential identity of our campus and continue to house all first-year students, as well as maintain residences for a healthy proportion of returning students.

Imperatives and Recommendations

Each of the five imperatives has associated recommendations that are designated as requiring short-term (one to three years), intermediate (three to five years), or long-term (five to 10 years) strategies.



Imperative I: Virginia Tech must preserve its historical strength as a residential campus and re-conceptualize residence halls as learning spaces with the unique potential to integrate academic and student life.

The community of students, faculty, and staff who gather on campus each year to study, live, and work are central to the Virginia Tech experience. Frequently, residence halls are places where student relationships are initially forged, ideas are explored and challenged, and lives are changed. These residence halls serve as anchors for the students who reside in them, and help create the “sense of place” that makes Virginia Tech so special. As such, residential life must be a robust and foundational component of the Virginia Tech culture in the years ahead. Furthermore, Virginia Tech must seek opportunities to engage commuter students in new and interesting ways that replicate important components of the residential experience.

Recommendations:

1. Adopt a comprehensive residence hall renovation plan, as well as an associated funding model, that re-conceptualizes and restores one-third of residence hall spaces over each of the next three decades — short-term.
2. Commit to a plan that accounts for overall institutional enrollment growth and ensures that at least one-third of the total undergraduate student population is able to reside in on-campus residential facilities — short-term.
3. Incorporate spaces in all residence hall renovations that directly support the integration of academic and student life, including general assignment classrooms, faculty offices, and a faculty residence — intermediate-term.
4. Grow living-learning and residential college programmatic initiatives to involve at least two-thirds of undergraduate residential students over the next decade by promoting benefits and reducing financial barriers (currently 37 percent of the undergraduate on-campus population, including the Corps of Cadets) — intermediate-term.



Imperative II: Virginia Tech will create physical spaces, both indoors and outdoors, which support a culture of community and connection for meaningful interactions and relationships among students, staff, and faculty.

Well-designed and intentional environments provide optimal conditions for relationships to flourish across disciplinary and administrative boundaries, as well as between students, faculty, and staff. A well-distributed repertoire of gathering spaces, classrooms, and inspiring outdoor environments are essential for learning, creativity, and innovation. These environments foster human interaction that provides the foundation for the most transformative educational communities. To that end, contemplative spaces that foster introspection, promote critical thinking, and inspire rich dialogue in every quadrant of campus are essential for Virginia Tech in the decades to come.

Recommendations:

1. Instead of building a new all-encompassing student center, implement a “campus commons initiative” over the next decade that establishes multiple hubs (or neighborhoods) of energy and engagement. Planning and feasibility initiatives should consider re-conceptualization and restoration of existing facilities where possible (e.g., War Memorial Gym, Squires Student Center, Johnston Student Center, etc.) and the construction of a new Campus Commons in underserved university sectors to meet the growing needs of the campus community — long-term.
2. Adopt a landscaping and site improvement master plan that incorporates the expansion of outdoor wireless connectivity, as well as an associated funding plan that enhances the capacity of outdoor spaces to inspire learning and facilitate planned and unplanned encounters — short-term.
3. Expand the incorporation of art and cultural representations into the fabric of the indoor and outdoor campus environment — intermediate-term.
4. Create central gathering spaces for faculty within neighborhoods that encourage and support faculty relationships across colleges and strengthen opportunities to engage in campus life and with students outside the classroom — intermediate-term.

Envisioning the Next 20 Years

Imperatives and Recommendations (continued)

Imperative III: Virginia Tech must renovate spaces with an eye toward flexible use, adaptability, collaboration, community building, and learning.

In a campus environment where most buildings have stood for a half-century or more, a large number of existing spaces must be reimagined, enhanced, and made accessible. Current locations such as libraries, student commons, and classroom buildings should be collectively reconsidered as nodes for engagement. While some spaces will require specialized design and equipment, renovations must emphasize long-range adaptability for multiple purposes because the rapidly evolving educational environment will bring unforeseen needs, which will be revealed as the years unfold. A strategic plan for restoring aged buildings, especially facilities with potential to adapt to long-term needs and advance the aims of the Virginia Tech experience, must be a priority for the Virginia Tech of the future.

Recommendations:

1. Adopt a comprehensive classroom renovation plan, as well as an associated funding model, to reinvent classrooms and offices across campus as inspiring learning spaces that support innovative faculty teaching methods and emerging pedagogies — short-term.
2. Implement a “community life initiative” that takes a comprehensive and holistic approach toward identifying and renovating spaces where gathering, meeting, and studying can occur throughout the campus. This element should agree in mission and spirit with the residence hall renovations plan (Imperative I, page 6) to consistently address adaptability issues within a comprehensive infrastructure — intermediate-term.
3. Invest in the ongoing development of libraries as central hubs for innovative learning, collaboration, and student engagement and explore the option of giving oversight of campus atria to libraries — short-term.
4. Invite broad participation in the planning of renovation processes, with particular attention to flexible, adaptable, and multiple uses of space — short-term.

Imperative IV: Virginia Tech will embrace a campus culture that values faculty and staff engagement with students, and seeks to strengthen an infrastructure that facilitates mentorship, inspiring programmatic initiatives, and practical hands-on experiences to enhance classroom learning.

Particular types of student relationships are understood as especially important to well-being and engagement before and after graduation. The Gallup-Purdue Index (2014), perhaps the most comprehensive study of post-graduate engagement and well-being, reports a strong correlation between these important outcomes and the following six college experiences: 1) students who had a faculty member who helped them become excited about learning; 2) students who had a faculty member who cared about them as a person; 3) students who had a mentor who encouraged them to pursue goals and dreams; 4) students who were active in co-curricular activities; 5) students who completed an internship or participated in job-related learning; and 6) students who participated in projects that lasted beyond a semester. Providing these opportunities is an important part of the Virginia Tech experience of the future.



Recommendations:

1. Encourage all faculty and staff, regardless of role or classification, to participate in the mentorship and education of students, as contributors to this evolving university culture — short-term.
2. Explore avenues for aligning reward structures for faculty and staff to further emphasize the importance of mentorship for students — intermediate-term.
3. Devise a comprehensive plan to guide students toward high-impact educational activities that include: hands-on experiences, involvement in a community where students feel cared for and known, and the increased likelihood of faculty and/or staff mentorship — short-term.
4. Articulate clearly to students the expectations for their participation and engagement in an overall educational experience, and offer tools to support student reflection and documentation of their learning experience — short-term.

Imperative V: Virginia Tech will develop innovative financial solutions to accomplish a strategically prioritized plan of actions recommended for the Virginia Tech student experience.

A strong collection of degree programs with high demand, strong brand recognition, sustainable financial management practices, and resilient academic and student life programs positions Virginia Tech to move forward in these otherwise challenging conditions. The Virginia Tech of the future must be relentless in identifying and funding institutional initiatives with the highest probability of impacting the overall aspirations of the institution, including the overarching aims of the Virginia Tech student experience. Innovative solutions to challenging financial problems will be a hallmark of tomorrow's success.

Recommendations:

1. Study and implement innovative financial solutions that explore and balance the tensions of growth, access, and affordability, and reduce dependence on shrinking state-supported funding — intermediate-term.
2. Create financial support practices that level increasingly uneven educational and student life experiences across the diverse socioeconomic backgrounds of students — long-term.
3. Explore new financial strategies and solutions for funding the Virginia Tech student experience recommendations — short-term.
4. Invest immediately in lower-cost but higher-impact projects that influence the student experience in the present and near-term as well as the longer term — short-term.



Expanding on the Provost's Questions

The overall effort of the Virginia Tech Student Experience Task Force was guided by nine questions posed by the provost. The following section summarizes the responses and, at times, expands on the narrative provided.

1. Why is the residential nature of Virginia Tech important to our future competitive and educational advantage?

The community of students, faculty, and staff who gather on campus each year to study, live, and work are central to the Virginia Tech experience. Frequently, residence halls are places where student relationships are initially forged, ideas are explored and challenged, and lives are changed. These residence halls serve as anchors for the students who reside in them, and help create the “sense of place” that makes Virginia Tech so special. As such, residential life must be a robust and foundational component of the Virginia Tech culture in the years ahead.

2. How can current research on best practices for living and learning inform our development of the Virginia Tech experience?

Three decades of research on student outcomes provides compelling evidence that living in a campus residence, independent of any particular philosophy of residence halls, makes an important difference for students. Alexander Astin’s “What Matters in College?” and Ernest Pascarella and Patrick Terenzini’s “How College Affects Students” both summarize many of the differences made by living on campus. Such differences include more participation in extracurricular activities, more frequent interactions with peers and faculty members, more positive perceptions of the campus climate, higher satisfaction with the college experience, greater personal growth and development, more effort and involvement in both the academic and social experiences of the college, and a higher rate of persistence and degree completion. These are student outcomes about which most educators care. The most robust residential environments are those that integrate academic and student life, incorporate faculty, and provide opportunities for mentoring from other students.

3. As we consider a new student center, what are the programmatic needs that must be housed within and where should it be located?

Instead of building a new all-encompassing student center, implement a “campus commons initiative” over the next decade that establishes multiple hubs (or neighborhoods) of energy and engagement. While each “commons” should bring together faculty, staff, and students, as well as cater to the academic, service, and social needs of students, programmatic elements should vary by location.

4. How should residential living at Virginia Tech look in 20 years?

Virginia Tech should commit to a plan that accounts for overall institutional enrollment growth and ensures that at least one-third of the total undergraduate student population is able to reside in on-campus residential facilities. Residential colleges and living-learning programs should be a hallmark of the Virginia Tech residential experience. Residence hall renovations, as well as new construction, should directly support the integration of academic and student life, including classrooms, faculty offices, and a faculty residence. At least two-thirds of undergraduate residential students should be participating in a living-learning program or residential college.

5. How should Virginia Tech address its aging inventory of residential and learning facilities in order to reach programmatic goals?

Adopt a comprehensive residence hall renovation plan, as well as an associated funding model, that reconceptualizes and restores one-third of residence hall spaces over each of the next three decades in a manner consistent with that described above.

6. What should the relationship between the residence halls, dining centers, student centers, and libraries be in order to strengthen our residential campus?

Well-designed and intentional environments provide optimal conditions for relationships to flourish across disciplinary and administrative boundaries, as well as between students, faculty, and staff. A well-distributed repertoire of gathering spaces, classrooms, and inspiring outdoor environments are essential for learning, creativity, and innovation. These environments foster human interaction that provides the foundation for the most transformative educational communities. To that end, contemplative spaces that foster introspection, promote critical thinking, and inspire rich dialogue in every quadrant of campus are essential for Virginia Tech in the decades to come. Since these spaces are of great importance, the assignment of leadership for this effort is important. University Libraries could play an important role in advancing this overall effort.



7. How can we plan financially to achieve a bold vision for the facilities that support the Virginia Tech living and learning experience?

Virginia Tech must discover innovative financial solutions that explore and balance the tensions of growth, access, and affordability, and reduce dependence on shrinking state-supported funding. Moreover, we must create financial support practices that level increasingly uneven college experiences across the diverse socioeconomic backgrounds of students.

8. What are the short-, intermediate-, and long-term strategies the senior leadership of Virginia Tech should pursue in regards to improving our campus experience?

Each of the five imperatives has associated recommendations that are designated as requiring short-term (one to three years), intermediate (three to five years), or long-term (five to 10 years) strategies. Grouped by strategy type, they are as follows:

Short-Term Strategies:

- Adopt a comprehensive residence hall renovation plan, as well as an associated funding model, that re-conceptualizes and restores one-third of residence hall spaces over each of the next three decades.
- Commit to a plan that accounts for overall institutional enrollment growth and ensures that at least one-third of the total undergraduate student population is able to reside in on-campus residential facilities.
- Adopt a landscaping and site improvement master plan that incorporates the expansion of outdoor wireless connectivity, as well as an associated funding plan that enhances the capacity of outdoor spaces to inspire learning and facilitate planned and unplanned encounters.
- Adopt a comprehensive classroom renovation plan, as well as an associated funding model, to reinvent classrooms and offices across campus as inspiring learning spaces that support innovative faculty teaching methods and emerging pedagogies.
- Invest in the ongoing development of libraries as central hubs for innovative learning, collaboration, and student engagement and explore the option of giving oversight of campus atria to libraries.
- Invite broad participation in the planning of renovation processes, with particular attention to flexible, adaptable, and multiple uses of space.

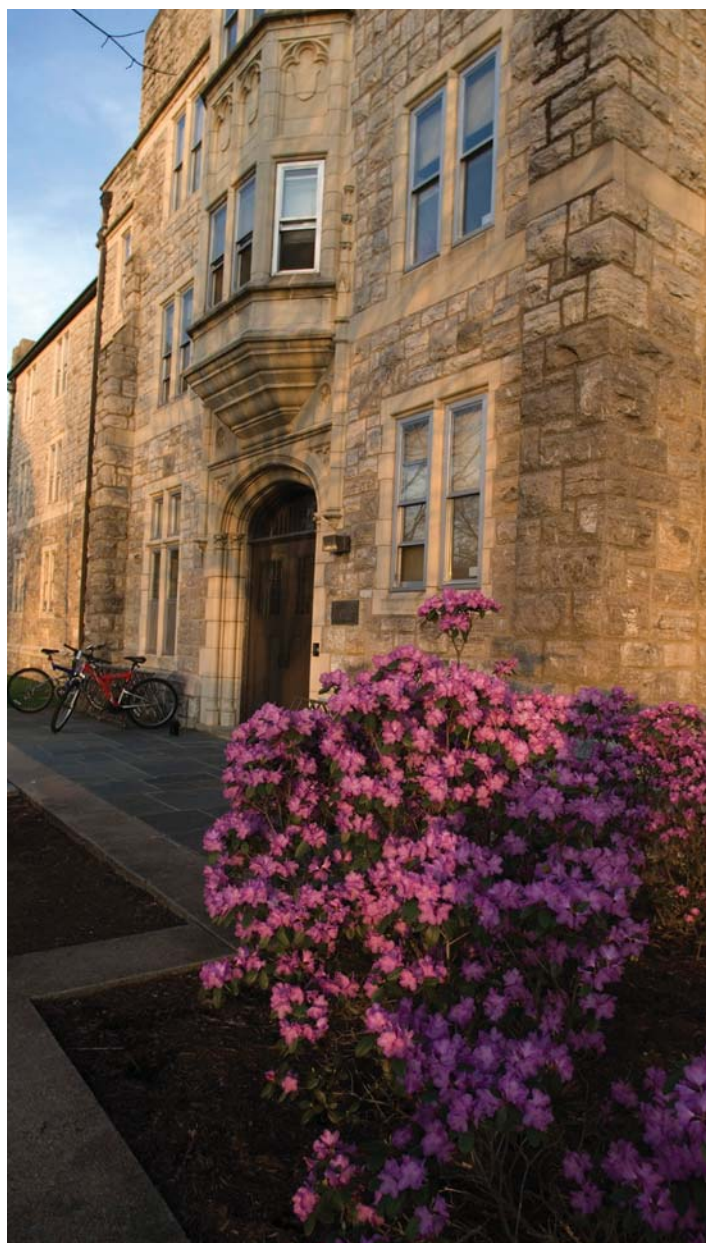
Expanding on the Provost's Questions

Short-Term Strategies (continued):

- Encourage all faculty and staff, regardless of role or classification, to participate in the mentorship and education of students, as contributors to this evolving university culture.
- Devise a comprehensive plan to guide students toward high-impact educational activities that include: hands-on experiences, involvement in a community where students feel cared for and known, and the increased likelihood of faculty and/or staff mentorship.
- Articulate clearly to students the expectations for their participation and engagement in an overall educational experience, and offer tools to support student reflection and documentation of their learning experience.
- Explore new financial strategies and solutions for funding the Virginia Tech student experience recommendations.
- Invest immediately in lower-cost but higher-impact projects that influence the student experience in the present and near-term as well as the longer term.

Intermediate-Term Strategies:

- Incorporate spaces in all residence hall renovations that directly support the integration of academic and student life, including general assignment classrooms, faculty offices, and a faculty residence.
- Grow living-learning and residential college programmatic initiatives to involve at least two-thirds of undergraduate residential students over the next decade by promoting benefits and reducing financial barriers (currently 37 percent of the undergraduate on-campus population, including the Corps of Cadets).
- Expand the incorporation of art and cultural representations into the fabric of the indoor and outdoor campus environment.
- Create central gathering spaces for faculty within neighborhoods that encourage and support faculty relationships across colleges and strengthen opportunities to engage in campus life and with students outside the classroom.
- Implement a “community life initiative” that takes a comprehensive and holistic approach toward identifying and renovating spaces where gathering, meeting, and studying can occur throughout the campus. This element should agree in mission and spirit with the residence hall renovations plan (Imperative I) to consistently address adaptability issues within a comprehensive infrastructure.
- Explore avenues for aligning reward structures for faculty and staff to further emphasize the importance of mentorship for students.
- Study and implement innovative financial solutions that explore and balance the tensions of growth, access, and affordability, and reduce dependence on shrinking state-supported funding.



Long-Term Strategies:

- Instead of building a new all-encompassing student center, implement a “campus commons initiative” over the next decade that establishes multiple hubs (or neighborhoods) of energy and engagement. Planning and feasibility initiatives should consider re-conceptualization and restoration of existing facilities where possible (e.g., War Memorial Gym, Squires Student Center, Johnston Student Center, etc.) and the construction of a new Campus Commons in underserved university sectors to meet the growing needs of the campus community.
- Create financial support practices that level increasingly uneven educational and student life experiences across the diverse socioeconomic backgrounds of students.

9. How can these strategies be supported and incorporated into future updates to our campus master plan?

Individuals responsible for leading campus-wide planning processes such as capital and master planning must be intentional in incorporating these recommendations into the very fabric of institutional planning. As such, an implementation team should be appointed by the provost and president to meet and review progress twice annually.

The Virginia Tech Student Experience Task Force Members

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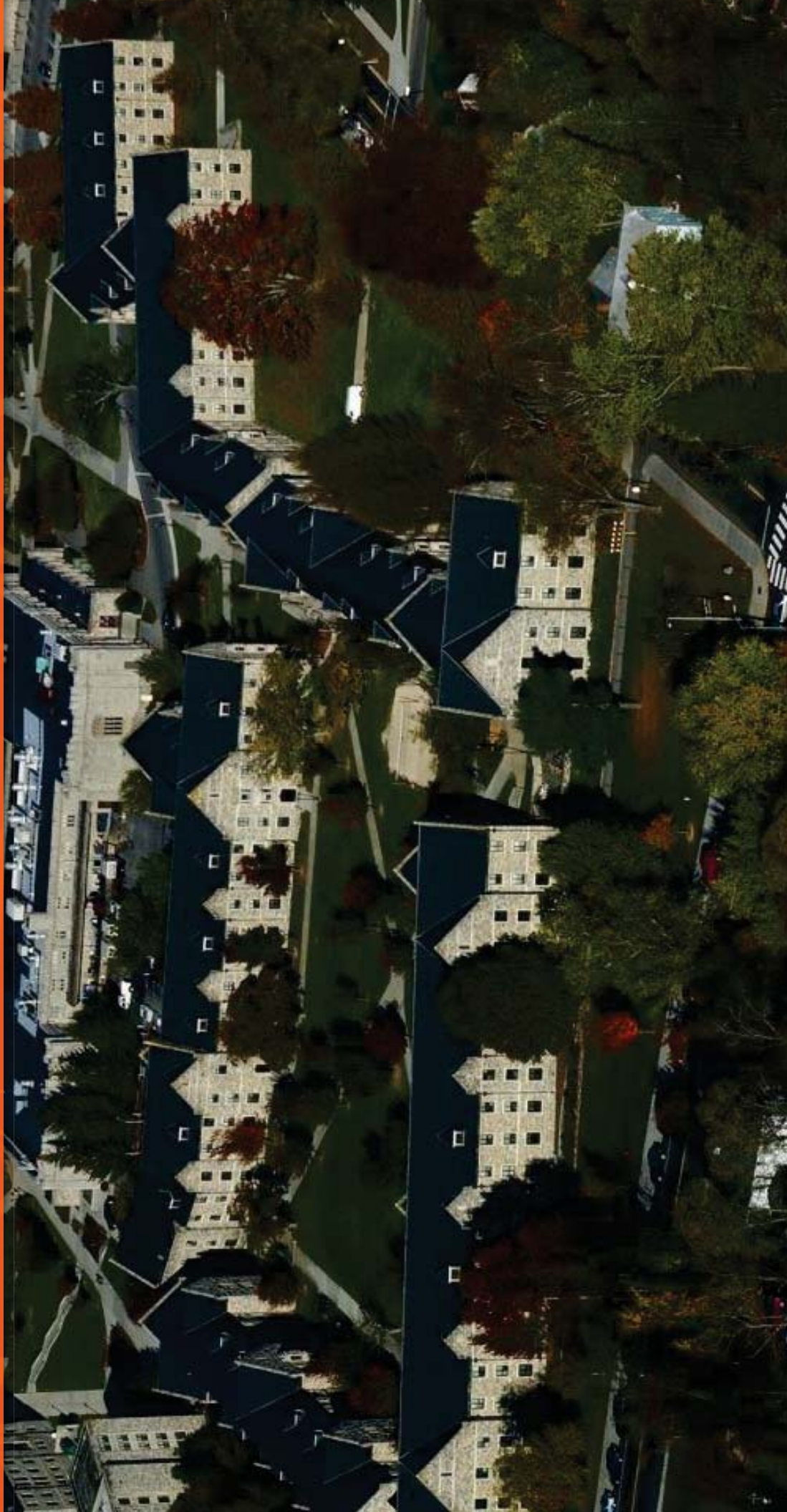
Task Force on the Student Experience

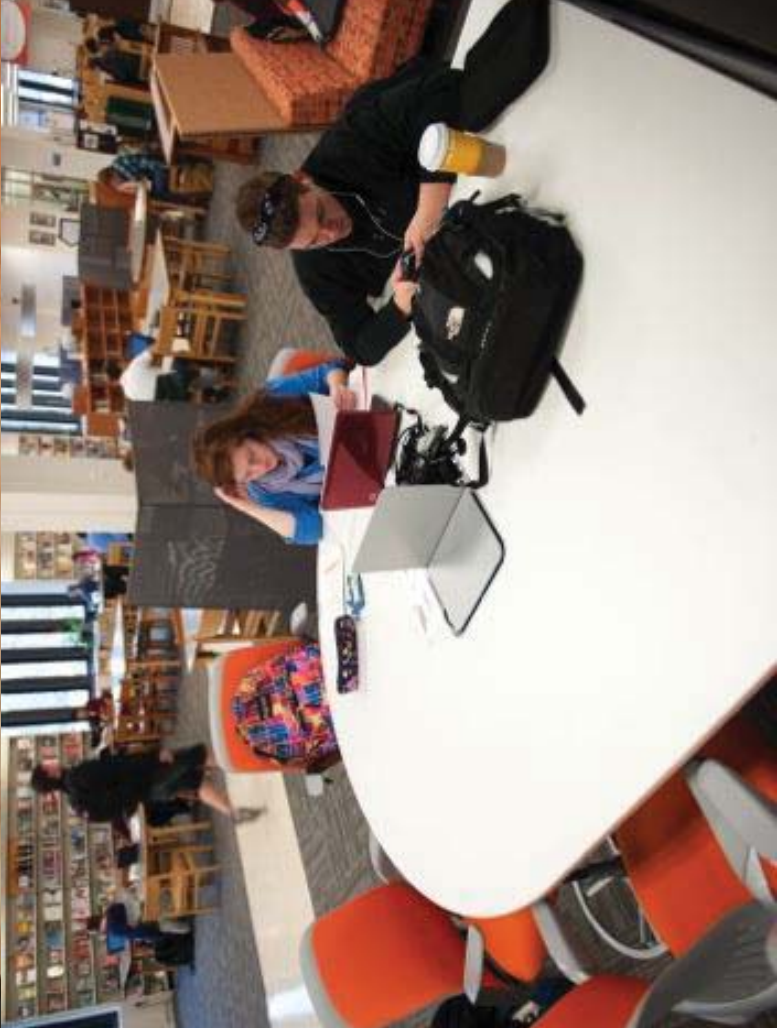


Cautionary Themes: Learning from Where We've Been



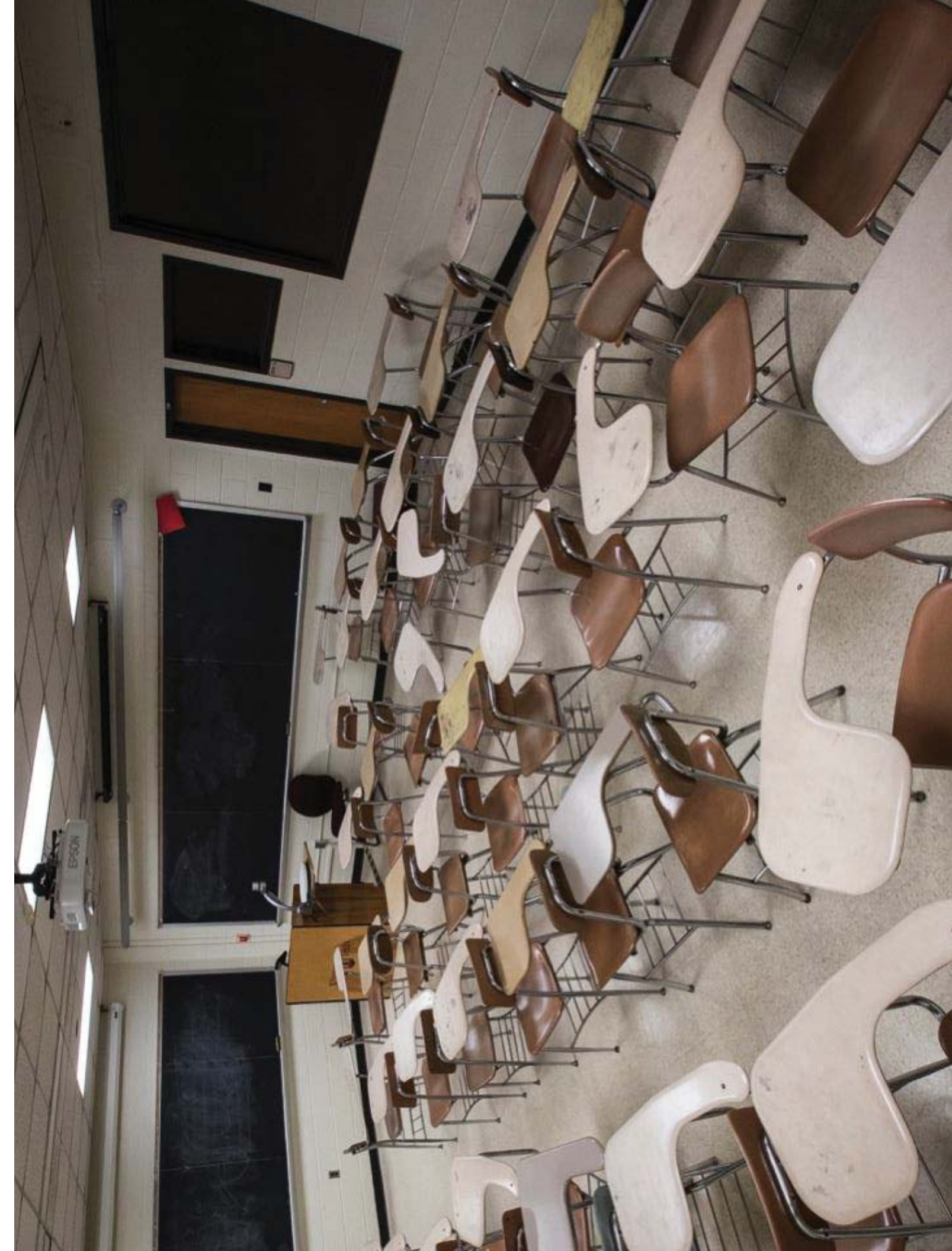
Theme One: *The quality of spaces across the campus, and student experiences within them, vary widely, contributing to a widening gap between possible experiences for students and faculty alike.*











Theme Two: *Physical segregation perpetuates silos.*



Theme Three: Inflexible building design and construction standards too often inhibit programmatic performance as new needs emerge.



Theme Four: Our spaces fail to invite students, faculty, and staff to gather informally outside of the classroom.



Theme Five: Insufficient attention to the physical infrastructure of student-life facilities risks the erosion of a Virginia Tech strategic advantage.



Our Response



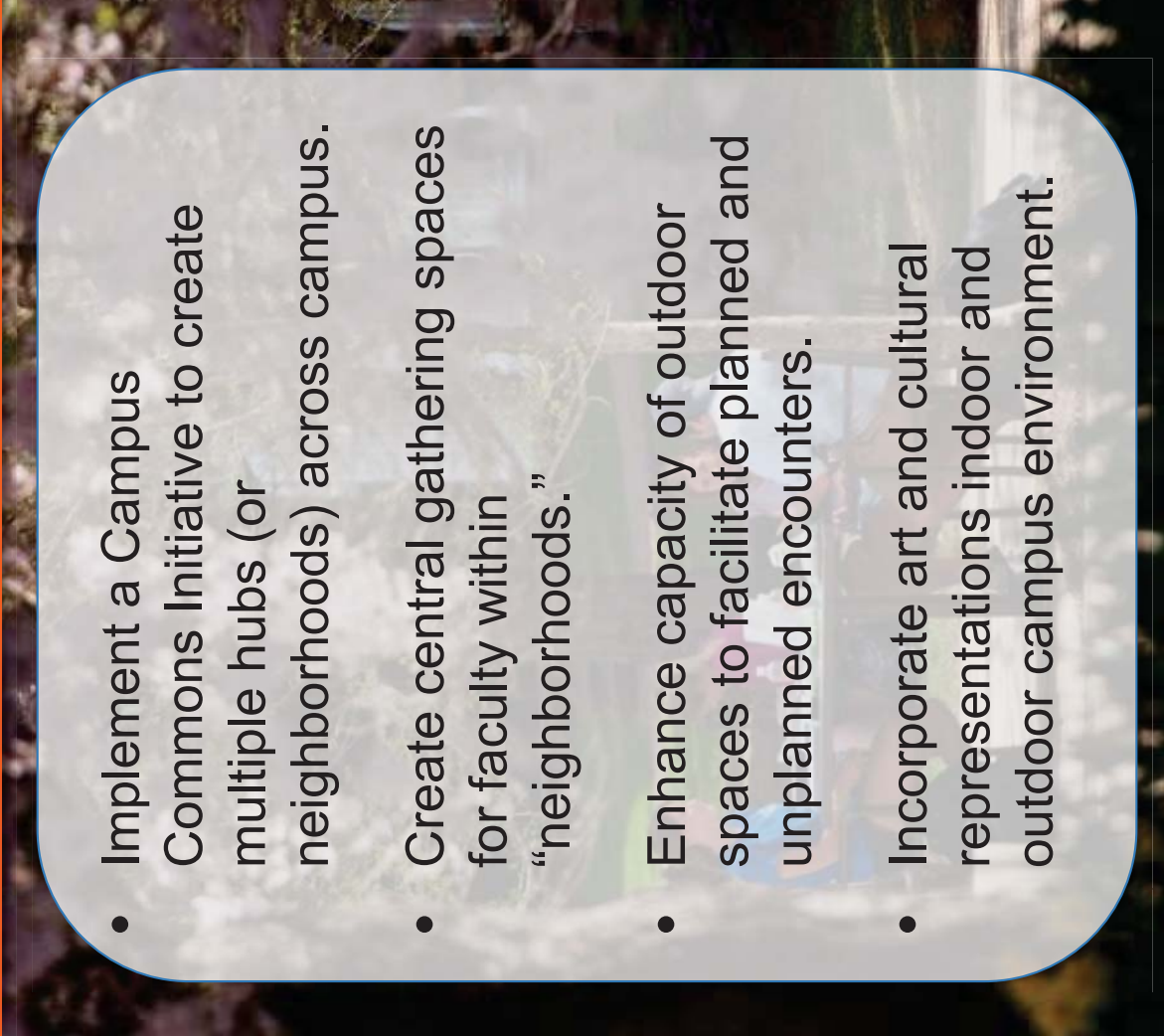
Imperative I: Virginia Tech must preserve its historical strength as a residential campus and re-conceptualize residence halls as learning spaces with the unique potential to integrate academic and student life.

- Adopt a comprehensive residence hall renovation plan.
- Plan for growth of on-campus population.
- Incorporate academic spaces in all residence hall renovations.
- Grow living-learning and residential college programmatic initiatives.

On Campus

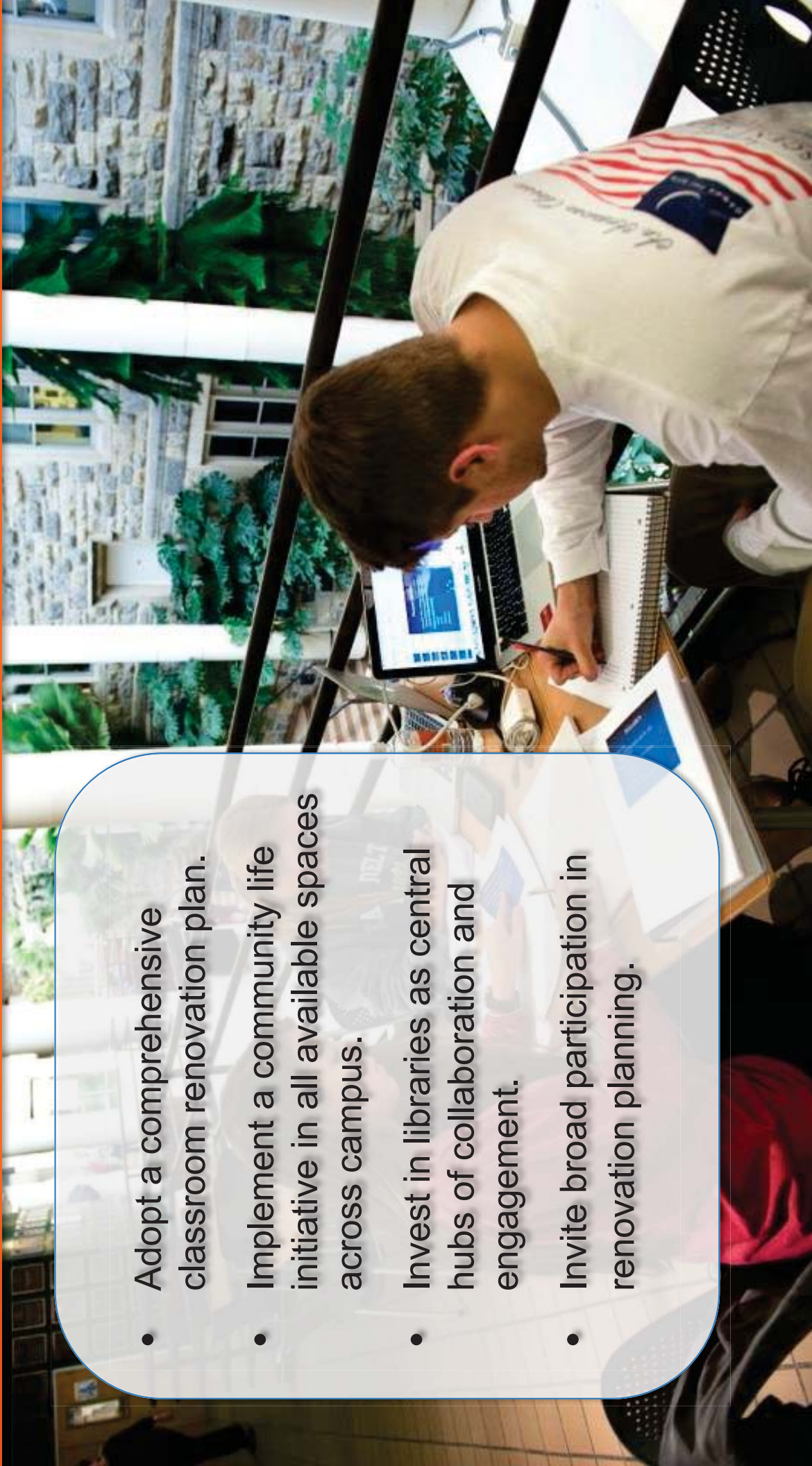
Imperative II: Virginia Tech will create physical spaces, both indoors and outdoors, which support a culture of community and connection for meaningful interactions and relationships among students, staff, and faculty.

- Implement a Campus Commons Initiative to create multiple hubs (or neighborhoods) across campus.
- Create central gathering spaces for faculty within “neighborhoods.”
- Enhance capacity of outdoor spaces to facilitate planned and unplanned encounters.
- Incorporate art and cultural representations indoor and outdoor campus environment.



Imperative III: Virginia Tech must renovate spaces with an eye toward flexible use, adaptability, collaboration, community building, and learning.

- Adopt a comprehensive classroom renovation plan.
- Implement a community life initiative in all available spaces across campus.
- Invest in libraries as central hubs of collaboration and engagement.
- Invite broad participation in renovation planning.



Imperative IV: Virginia Tech will embrace a campus culture that values faculty and staff engagement with students, and seeks to strengthen an infrastructure that facilitates mentorship, inspiring programmatic initiatives, and practical hands-on experiences to enhance classroom learning.

- Encourage all faculty and staff to mentor students.
- Align reward structures for faculty and staff to further emphasize the importance of mentorship.
- Guide students toward high-impact educational activities.
- Articulate clearly to students the expectations for their participation and engagement in an overall educational experience.



Imperative V: Virginia Tech will develop innovative financial solutions to accomplish a strategically prioritized plan of actions recommended for the Virginia Tech student experience.

- Implement innovative financial solutions to balance enrollment growth, access, and affordability.
- Creative financial support practices to level increasingly divergent experience across the diverse socioeconomic backgrounds of students.
- Explore new financial strategies for funding the Virginia Tech Student Experience recommendations.
- Invest immediately in lower-cost but higher-impact projects.



Questions?





DIVISION OF UNIVERSITY ADVANCEMENT UPDATE

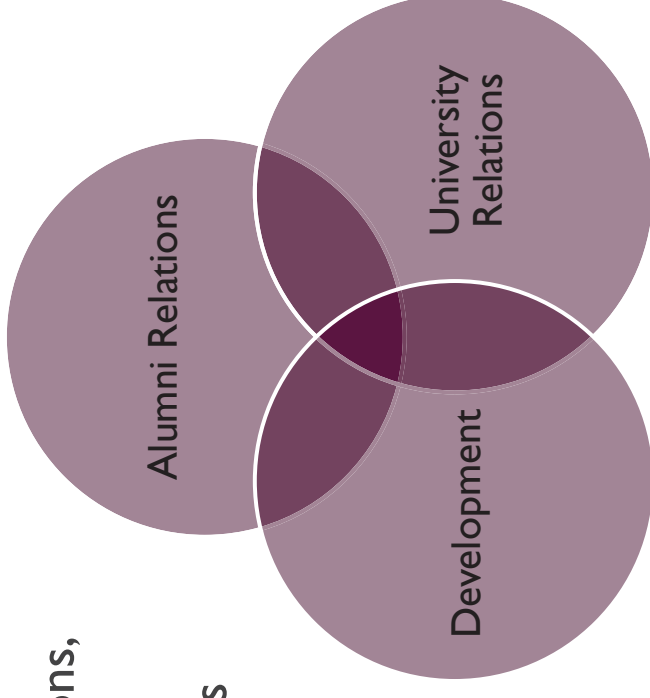
MR. JOHN TORGET

ASSISTANT VICE PRESIDENT FOR LEADERSHIP GIFTS AND ANNUAL GIVING

STUDENT AFFAIRS AND ATHLETICS COMMITTEE
VIRGINIA TECH BOARD OF VISITORS
JUNE 6, 2016

ADVANCEMENT MISSION: BUILDING LIFELONG RELATIONSHIPS

- Informing, engaging, partnering with, and securing financial support
- Delivering integrated, strategically aligned communications, engagement programs, and philanthropic opportunities
- Building lifelong relationships in support of Virginia Tech's aspirations, goals, and broader land-grant mission





UNIVERSITY ADVANCEMENT VALUES & PARTNERSHIP PHILOSOPHY

- Transparency, collaboration, and consistency in operations
- Audience-centered approach
- Performance-based culture of excellence and accountability
- Continuous program innovation to support university's goals

Building strong partnerships between advancement and the colleges and university programs is essential to delivering high-caliber advancement activities



TOP LEADERSHIP GIFTS AND ANNUAL GIVING GOALS

- Define and rollout university-wide leadership gifts program
- Align and build organization to support annual giving and university programs' growth
- Partner with alumni relations and university relations to expand annual giving impact messaging for cultivation, solicitation, and stewardship
- Promote student, young alumni, and parent engagement to increase participation

Across All Programs	Student Affairs & Parent Support	Corps of Cadets
<ul style="list-style-type: none"> • Current Use Priorities • Globalization • Inclusion and Diversity 	<ul style="list-style-type: none"> • VP's Fund for Excellence • Student Affairs Scholarships • Transformative Student Spaces • Hands-on, Minds-on Programs • Learning Environment • Globalization and Inclusion 	<ul style="list-style-type: none"> • Commandant's Priorities Fund • 2nd Residence Hall Naming • Emerging Leaders Scholarships • Corps Museum Endowment • Rice Center Endowment Add • New Global Scholar Program • Fully fund Highty-Tighties Endowment Stipend

CURRENT FUNDING PRIORITIES



THANK YOU!

STUDENT AFFAIRS AND ATHLETICS COMMITTEE
VIRGINIA TECH BOARD OF VISITORS
JUNE 6, 2016