

Division of Student Affairs

Annual Report

2013

Submitted by: Larry D. Roper



INTRODUCTION

The Division of Student Affairs at Oregon State University strives to demonstrate bold leadership, implement innovative programs and engage in high-level service delivery in order to foster, aid, and enhance the success of students. The Mission of the Division is to “create engaging environments for student development and success.” Our goals include:

- Creating environments that strengthen holistic personal development and well-being of students;
- Cultivating to a positive, inclusive and engaging campus community where multiple perspectives are openly shared and can thrive;
- Purposely being a teaching and learning organization that enhances our own knowledge and the knowledge of others; and,
- Developing global citizens who are prepared and empowered to make meaningful contributions that are socially relevant.

Our Division’s mission and goals support and contribute to the fulfillment of the mission of Oregon State University and the strategic initiatives of our institution.

During the 2012 academic year the Division of Student Affairs continued progress on its strategic plan, with specific outcomes related to: implementing an orientation program for new employees; implementing a survey to assess the level of community in the Division; developing a position description for a Director of Communication, in collaboration with University Relations and Marketing; developing a plan for more central coordination of student affairs resources; and a plan for advancing development activities in the Division. Clearly each initiative of the strategic plan will require continued attention and leadership.

STUDENT ENGAGEMENT AND SUCCESS

Access

Access to higher education is an issue of national and institutional concern. OSU’s Enrollment Management offices and other access-related units (e.g., New Student Programs and Family Outreach, Disability Access Services, etc.) align their efforts to support students’ successful transition to OSU. Once enrolled students also encounter issues relative to childcare, food and housing security and other areas to which Student Affairs departments respond.

The following table contains information from

units and programs that have as a primary function to improve access to OSU. In the past year all units report significant increases in contacts with and services delivered to targeted populations.

Table 1 Office	Highlights 2012-2013	Comparison to Previous Year
Pre-College Programs	<i>Pre-College Youth Hosted on OSU Campus</i> 72 Campus-wide Youth Programs reported data 41,118 K-12 interactions 327,014 contact hours of programming <i>PCP Sponsored Campus Visits</i> 86 middle school groups 4,320 K-12 students Visiting school demographic data: 55% students eligible for free and reduced lunch, 28%	53% increase 59% increase 20% increase 3.5% increase -12% decrease
Office of Admissions¹ (as of July 28, 2013)	<i>Inquiries of Targeted Populations</i> High Achievers: 16,087 Ethnic/racial minority populations: 13,540 Domestic non-resident first year students: 35,516 <i>Prospective Student Visitors</i> Individual visits: 4,471 On-campus visit program student visitors: 5,869	7.7% increase 5.7% increase 4.4% decrease -2% decrease 23% decrease
Financial Aid and Scholarships	Financial Aid FAFSA applications: 45,506 Awarded and Disbursed financial aid and scholarships to over 19,068 students: Total Dollars Disbursed: \$247,948,476	15% increase 5.3% increase 4% increase
New Student Programs & Family Outreach	Student and Parent Participants in START: 8,538 5,170 START students 3,368 START family members	

In addition to efforts of individual units, the Assistant Provost for Enrollment Management: visited all Oregon community colleges to strengthen Degree Partnerships; implemented the reverse transfer degree with Linn Benton Community College; piloted the Early College High School; and visited pilot Open Campus sites to assist with implementation. Enrollment Management continued to partner with OSU

departments and external agencies. The most significant outcome in the area of student access is enrollment increases in target student populations – nonresidents, high achievers, international and students of color.

To address ongoing concerns about the rising cost of an education, reductions in funding, and the increases in student loan debt, the Office of Enrollment Management/Financial Aid created the Student Loan Debt Project. The purpose of this initiative is to provide college-specific funding data and access to information on overall student financial health at time of graduation. It is our hope that this data can aid in targeting future funding campaigns to increase scholarships and other resources for OSU students. As part of this initiative we created a publication for each college, which contains: general student profiles, income, scholarship, financial aid profiles, average loan debt by college, and national earning and employment data. A student version of the project, by college, provides important information for students to consider as they work to achieve their educational goals.

During Fall 2012 a new CONNECT schedule was launched, which reduced CONNECT from 8 days to 4 days. The new design received positive feedback from the OSU community. NSPFO also

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launched a new CONNECT program called the “New Student Scholar Symposium”, a collaboration among Academic Affairs, Student Affairs, and faculty members focused on success in the classroom; 350 new incoming first year students participated. Fall term NSPFO coordinated 31 sections of U-Engage, enrolling 646 students and utilizing 37 instructors, 26 undergraduate peer leaders and 5 graduate student peer leaders.

OSU is challenged to respond to an increased number of student-parents. In response to this growing population Our Little Village/Dixon, the second of two OLV free drop-off childcare sites, opened during the first week of Fall term. Following on the heels of the success of OLV/Library, OLV/Dixon had a strong start serving greater numbers of student-parents than the first term of the OLV/Library site (nearly 70% increase). An average of 50 families per term were served at Dixon; nearly 3700 hours of free childcare provided across both OLV sites. The OLV childcare sites are staffed by 14 student

caregivers enabling students working on degrees in HDFs and Education to take advantage of student employment relevant to their areas of academic study.

The Student Parent Child Care Subsidy Program distributed nearly \$80,000 this past year to students with children. Of the 82 families who applied for subsidy dollars, we were able to fund subsidies for 73 student-parents with the range of disbursements from \$178 up to \$611/term. FY13 was the 18th year of the student fee funded childcare subsidy program and to date \$1,083,342 in student funded subsidy dollars have been disbursed to student-parents in need of assistance paying for childcare. Through the Friend-Raisers Child Care Subsidy Program more than \$8000 was distributed to seven employees in need of assistance paying for childcare.

The Human Services Resource Center (HSRC) had 7,589 points of contact, allocating \$193,342.50, and 38,824 pounds of food to students in need. HSRC also successfully developed and opened an Emergency Rental Assistance Program to proactively keep students from experiencing homelessness.

Community, Diversity and Involvement

Factors influencing student retention, progress and success are numerous and complex. Units throughout the Division of Student Affairs provide support for student organizations, events and activities that stimulate student connection and sense of affiliation with Oregon State University. Support provided by Student Affairs allows students to shape learning environments and construct purposeful learning experiences that enhance students’ knowledge, skills and awareness. We also work closely with students to build a strong sense of community.

Community manifests itself in many ways, but is most profoundly demonstrated through the depth of interaction, degree of care, authenticity of interaction, service to others, and support for diverse backgrounds and ways of being among community members. During the 2012-13 academic year a number of significant community outcomes were achieved through student affairs programs and services:

- *Everyone Matters at OSU* partnered with campus departments to reach over 45,000 individuals.
- The Office of the Dean Of Student Life provided leadership for and collaborated with the Academic Advising Council to

develop the “Guidelines for Students, Faculty and Professional Staff Regarding Student Bereavement”; Faculty Senate approved the guidelines May 2013.

- OSU participated in NASPA’s **Lead Initiative for Civic Learning and Democratic Engagement** during 2012-13. The initiative recognizes a network of 50 postsecondary institutions for their commitment to civic learning and democratic engagement. A key outcome from participation in this initiative was the creation of the Civic Learning and Engagement Steering Committee (CLESC) focused in elevating civic learning and engagement within the Division of Student Affairs and providing strategic direction for the future of the Center for Civic Engagement (CCE). CLESC includes 14 professional faculty members representing 11 different units/departments. Furthermore, as a result increased attention to civic engagement, OSU was named to the 2013 President’s Higher Education Community Service Honor Roll.

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http://www.naspa.org/clde/lead_initiative.cfm
<http://myproject.nationalservice.gov/honorroll/>

- Spring of 2013 was the Grand Opening of the Native American Longhouse in conjunction with the Traditional Ecological Knowledge Conference, which brought together tribal communities from around Oregon and the nation to celebrate OSU’s commitment to diversity and to share in a common vision and understanding of community-engaged research between tribal peoples and the University at-large on issues of natural resource management and cultural sustainability. Additionally, we broke ground for the Black Cultural Center, while construction was launched for Centro Cultural Cesar Chavez.
- OSU served as host to the African-American Youth Leadership Conference, which brought together 367 pre-college African-American students to promote academic success and engagement.
- In response to numerous complaints, Disability Access Services (DAS)

collaborated with Transit and Parking Services to implement a Smart Parking application in order to assist students/faculty/staff/visitors at OSU to find available ADA parking.

- PCP organized and delivered 3 Youth Safety Training sessions for OSU faculty, students and staff. In addition, four representatives from OU youth programs attended one training session to learn about OSU’s youth program policies.
- Oregon State University continued as a member of the President’s Interfaith Initiative
- Oregon State University joined the Clinton Global Initiative University Network, which will provide our students with access to project funding and allow participation in a national network of university’s committed to service and response of global issues.
- A pilot Intergroup Dialogue program consisting of 30 participants was begun in 2012 and will be shared with students in FY 2014 to create new venues for increasing dialogue and courageous conversations about challenging diversity issues affecting students
- Ettihad Cultural Center (ECC) was added as the newest cultural center and home for students of Middle Eastern heritage, both domestic and international. The Ettihad Cultural Community is an umbrella organization, which aims to represent the people and cultures of the countries from South West Asia through North West Africa. It caters to the specific and unique needs of the international and domestic students of Oregon State University who identify with the region. The need for the organization came about from the growing populations of the people from this region and the lack of representation thereof. The term ‘ettihad’ means unity or alliance and its root word has a place in the Farsi, Urdu, Hebrew and Arabic languages. ECC does not affiliate itself with any particular religion; rather it represents all belief systems embraced by these cultures
- UHDS administered bi-annual Educational Benchmarking, Inc. assessment: The 2012 survey had a response rate of 46.4

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percent (1850 respondents), a higher response rate than all other 2012 comparator institutions. Oregon State's greatest strengths for student satisfaction were identified as "safety and security" and "hall/apartment staff interaction." Greatest strengths for student learning were identified as "fellow students as tolerant" and "sense of community."

International Activities and Engagement

The Intercultural Student Services Office led participation in the International Comparative Field School in Bertolino, Italy with a total of 6 OSU students in an international cohort of 24 who explored issues of rural policy from a comparative studies perspective. A related experience, the Trans-Atlantic Student Symposium, in cooperation with University of Warsaw, provided an opportunity for 12 OSU students in a cohort of 32 international students, to participate in a short-term international academic exchange through Poland to explore, from a comparative lens, issues of national narratives on difference, immigration and transnational migrations of peoples, cross-cultural difference both in the Poland and abroad, and to present at an academic conference peer reviewed by international faculty.

The Women's Center coordinated Skype Sisters: a Women's Studies course taught on line in which OSU students engaged with women in Gaza through Skype on pertinent political and social issues that affect women both in the U.S. and in Gaza.

Athletic Trainer Guido VanRyssegem has been invited to bring the OSU KIEP (Kinetic Integrations Exercise Professional) <http://www.kineticintegrations.com> workshops to the South Korean, Seoul Kookmin University College of Physical Education Department. This cultural exchange opportunity would allow their College of Human Health and Movement Sciences to start a long-term relationship between Oregon State University and the Kookmin University.

Student Success and Well-being

Academic support is a key dimension of student success and well-being for all students. Support is especially crucial for students from historically underrepresented groups. A series of conversations with student from OSU cultural centers revealed the desire for more academic and mental health support in the centers. In response to students' needs, recruitment is underway the hire

professional faculty in four of our Cultural Resource Centers (CRC); this supports the goal of increased attention to the retention of students from underrepresented communities. Additionally, CRC libraries are now digital and aligned with the University Valley Library for easier access and accountability.

DAS coordinated with EntryPoint, the signature program of the AAAS Project on Science, Technology, and Disability, to recruit OSU students with disabilities studying science, engineering, mathematics, and computer science for paid summer internships with leading organizations. Two students were hired this year for internships with NASA. One student interned at Langley Research Center in Hampton, Virginia and the other interned at Jet Propulsion Laboratory in Pasadena, California. The student at the Langley Research Center worked with supersonic flight, and the student at the Jet Propulsion Laboratory worked with the Novel image processing technique. The numbers of students hired is notable when compared with other institutions (typically only one student is hired), and two years ago, the number hired was 5, which placed DAS among the top Entrypoint/AAAS recruiting sites in the country.

Counseling and Psychological Services (CAPS) began offering mental health crisis counseling on a 24/7 basis this year, which changed the scope of our practice. The CAPS staff recognized that crises rarely happen during business hours, and students often face urgent concerns that are too overwhelming to wait for a scheduled appointment the next day. Therefore, we developed a resource that provides students with access to licensed mental health professionals when CAPS is closed -- after hours, weekends, holidays, and other times we cannot be open. The new program has averaged about 30 calls per month, with students' concerns ranging from routine to emergent and requiring hospitalization.

CAPS was granted privileges to directly admit OSU students with mental health emergencies to the in-patient mental health unit at Good Samaritan Hospital (GSH) in Corvallis. This is significant because, historically, many OSU students who experience acute suicidal thoughts, homicidal thoughts, or psychosis have not been able to access in-patient treatment when needed. Allowing CAPS mental health professionals who have been working closely with students to recommend admission, rather than county officials who generally have never met with the students, has resulted in more of students receiving critical emergency care. Since being granted this privilege, 100% of the students CAPS recommended for in-patient treatment were

admitted to GSH. Prior to having this privilege, the rate of admission was about 25%.

CAPS successfully created and led an OSU Mental Health Initiative — an interdepartmental, interdisciplinary coalition — which came together to examine the mental health issues that affect our community. The group reviewed and analyzed national and local data from the Healthy Minds Study, the National College Health Assessment, and OSU student focus groups and identified student populations who are at high risk for depression and anxiety, the two most common mental illnesses on college campuses. The group also worked to identify markers of mental health and well-being. In reviewing the literature, we found compelling models for psychological and social flourishing, and determined that attending to that which fosters students' ability to thrive was of equal importance to those things that compromise it. At the end of the academic year, the coalition determined that *flourishing* should be the "north star" for the OSU Mental Health Initiative, and thus recommended that we work as a community to promote and foster students' psychological and social well-being.

In the coming year the coalition will begin to develop a strategic plan for the University around mental health and well-being, with the goal of infusing factors related to flourishing throughout the OSU community. FYE and First-Year Programs, the Baccalaureate Core curriculum, advising, student services, and living-learning communities will be some of the programs we target. We are worked with academic partners on a grant "Bringing Theory to Practice" that will focus on flourishing as a learning outcome in the FYE initiatives, and are working with U-Engage instructors to include flourishing as part of the curriculum in select classes.

The Healthy Campus Initiative (HCI) sponsored a number of activities to enhance health activities at OSU. The goal of HCI is to increase campus engagement in health-focused behaviors. Among the prominent HCI efforts were:

- Convening two "Student Organization Summits", involving 20 student groups with a focus on health and wellness. Outcomes were increased communication amongst groups, shared knowledge of goals and collaborative programming;
- Hosted Behavior Economist, Kathryn Hoy from Cornell University to provide an evaluation of food service practices. The consultation resulted in changes in food placement and marketing that produced increased sales of

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whole fruits and vegetables. The "Healthy Eating" subcommittee consists of students from the Nutrition and Dietetics Club, practitioners from UHDS, MU Retail Food Service and Student Health Services, and faculty from CPHHS; and

- Completed campus wide surveys on smoking attitudes and practices for all students, faculty and staff at OSU Corvallis and OSU Cascades campuses. This information will inform current practice in Corvallis, add to planning for Cascades and contribute to nationwide discussion about tobacco related beliefs and practices across the country. The final report will be submitted for publication. The survey team includes a graduate student in Public Health and faculty from CPHHS, Student Health Services and Healthy Campus Initiatives.

Student

Health Services launched 3 new collaborative programs with the goal of achieving student outreach, engagement, and success:

- Team Diabetes, which brings together SHS clinicians, nurses, and dietitian, the Type 1 Beavers student club, and local endocrinologists and diabetic educators to better coordinate care to students with all types of diabetes.
- A substance abuse **Collegiate Recovery Community Program** involving SHS Health Promotion, Housing and Dining, and students, to provide on campus housing, an on campus center, and programming to support a growing number of students who are in recovery.
- A Military Veterans Workgroup in association with Gus Bedwell, Veterans Service Advisor, to help with understanding the unique problems veterans face and to better coordinate SHS and VA care for student veterans.

The Office of the Registrar partnered with five different colleges to deliver an advising plan that intervenes

with students as part of an early warning system (STARS pilot). This results in students getting not only access to resources for student success but also a required check in with an academic advisor prior to making any changes to their student record (such as adding or dropping courses). The complete data has not yet been compiled but early data shows a decrease in the number of students who do not return to OSU each term who were on warning, probation or suspension. Additional partnerships were initiated with multiple departments (College of Business, College of Liberal Arts and University Honors College) to provide additional access to classroom space during the crunch time so colleges can continue to operate support services to their student populations. This represents a total of 72 additional classes that COB and CLA can offer as a result of our partnership. The University Honors College will be able to use the rooms to serve as a computer lab and a student lounge in the same building as the UHC is located.

In 2012-13, the average GPA for freshman living on campus was 2.93, as compared to the all off-campus average GPA of 2.82, continuing a decade long trend showing that first-year students who live in a residence hall or cooperative house typically earn higher grades than those who live off campus. UHDS continued work to strengthen the in-hall tutoring program available to students for writing and math in all residence halls. This involved collaboration with faculty and student tutors from Math Learning Center and Writing Center

Career Services completed the development of Career Trail, an online, self-directed and interactive career development resource to reach students and alumni 24 hours per day, making accessibility for all students (including Ecampus) at their fingertips. Career Trail engages faculty, advisors, and staff by providing a resource for staff including curriculum that can be used individually or in a classroom setting.

Trends in Career Services

Year	Counseling & Advising Appts	Drop In Appts	Ecampus Career Appts	Outreach Presentations
2008-2009	696	497	Not Available	65
2009-2010	726 (up 4%)	552 (up 11%)	Not Available	114 (up 75%)
2010-2011	1,048 (up 44%)	606 (up 10%)	Not Available	62 (Down 46%)
2011-2012	1,216 (up 16%)	708 (up 17%)	45 (1 st year offered)	119 (up 92%)
2012-2013	1,591 (up 31%)	1,182 (up 67%)	215 (up 378%)	186 (up 56%)

Outreach And Engagement

GEAR UP College Success Camp brought 37 12th grade students from 11 GEAR UP schools from across Oregon for one week of intensive learning. Activities included college essay writing workshops, hands-on STEM activities and leadership training. During the camp all 37 students began the OSU online application process and completed their Insight Resumes.

The Department of Recreational Sports has been approved as an American Heart Association Safety Training Center. This approval recognizes an elevated level of professionalism and accuracy in training, and enables train-the-trainer courses, as well as stocking and distributing supplies. These allowances position us well to support the campus emergency/disaster plan; and increase capacity for and community outreach.

Mobile Engineering Camps funded by GEAR UP traveled to three rural locations in Oregon delivering hands-on activities to middle school students.

Pre-college Programs outreach efforts resulted in:

- 41,118 K-12 students engaged.
- 327,014 program contact hours.
- 415 OSU faculty/staff participants.
- 899 OSU student participants.
- 516 parents/guardian and teacher

participants.

In cooperation with Student Veteran Leadership, federal, state, and county VA, OSU Veterans Workgroup, and other departments on campus, the Department of Veteran Resources supported and participated in 24 on and off campus outreaches providing VA related information to 279 members of the Oregon State University Community and their partners.

Oregon State continues to influence national conversations related to campus recreation and wellness. This year, in recognition of their service to national organizations, staff received the National Intramural and Recreational Sports Association (NIRSA) National Honor Award, the National Athletic Training Association (NATA) National Service Award, and the NIRSA National Service Award.

OSU's Human Services Resource Center (HSRC) partnered with students and staff at Michigan State University to found the College and University Food Bank Alliance. <http://network.cufba.org/>

Organizational Realignments and Infrastructure

- Working with the Student Health Advisory Board and the Student Incidental Fees Committee SHS has signed a 2 year lease for space in the new student residence opening fall of 2014 with plans to operate a second clinical area with limited services. This will enhance accessibility and convenience for students and serve as a bridge to the goal of a new larger SHS facility.
- Visit Center moved to more visible, spacious office
- Construction of the Student Experience Center (SEC) began immediately after commencement. The SEC is being planned for LEED Gold status, full accessibility, and possess a collaborative and community-oriented design.
- UHDS broke ground on a new student residence, scheduled to open in the fall of 2014. The 85,000-square-foot residence hall, most of which features three bedroom suites with a shared bathroom, will house about 300 students. Additional community bathrooms and showers will be available on each floor. Other amenities include a large kitchen and study area on each floor and a free laundry room. The new hall, conveniently located near the McNary Dining and service centers on the east side of campus, will be open to both first year and returning students.
- The Office of the Registrar developed standards for 100% secure access to compliance to financial policies and administrative rules at Oregon State University. This involved creating new standards around cash handling in partnership with the business office, creating new policies regarding how secure information is stored in the registrar's office (including the safe), and procedures for having an independent verification of deposits to the Student Affairs account.
- During the 2012-2013 academic year, the Office of Financial Aid and Scholarships successfully implemented a customer service ticketing system. This system allows staff to create a ticket for situations that require advanced handling while working on the front desk, phones, or in an advisor appointment. When the ticket is created the student is emailed and provided a ticket number to follow up on the issue. Students are able to view the status of their ticket through an online portal. By implementing this system we have developed system of accountability for staff with students as well as increased the transparency of the financial aid process. In addition, supervisors are able to see potential issues and resolve them before they become major problems.
- Internal and External Review of Intercultural Student Services were completed and a comprehensive plan for reorganization of that unit has been approved and is being implemented.
- On Monday October 29, 2012 the Scholarship Office opened its doors on the first floor of the Kerr Administration Building. The Offices of Enrollment Management held an open house on March 1, 2013 for the Scholarship Office as well as many other offices on the first floor of Kerr for colleagues across campus to see the numerous changes. As we have not yet been in the office space a full year yet, we are still observing the many ways students, families and colleagues access our office.
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**Connecting
Students &
Employers**

Year	Career Fair Number of Students	Career Fair Number of Employers	Interviews	Job Postings Beaver JobNet
2008-2009	4,000	438	1,046	3,597 (698 internships)
2009-2010	3,500 (down 13%)	346 (down 21%)	1,445 (up 38%)	2,020 (down 44%) (528 internships)
2010-2011	3,073* (down 12%)	283*	1,061	3,532 (up 75%)
		(down 18%)	(down 27%)	(800 internships)
2011-2012	4,344 (up 41%)	458 (up 62%)	954 (down 10%)	4,597 (up 30%) (1,023 internships)
2012-2013	4,371 (no significant change)	431(down 6%)	1,108 (up 16%)	5,259 (up 14%) (1,012 were internships)

SCHOLARSHIP

Publications

Roper, L.D. (2013). Living and Leading With Less Than Enough, in Chavez, A.F. and Sanlo, R. Identity and Leadership: Informing Our Lives, Informing Our Practice. Washington, D.C., NASPA.

Roper, L. D. (2013). Who Owns Community? *Journal of College and Character*, 14(3), 277–280.

Roper, L. D. (2013). Rising to the Challenge of the Global Campus. *Journal of College and Character*, 14(2), 193-196.

Roper, L. D. (2013). Breaking the Silence Surrounding Mental Health on Campus. *Journal of College and Character*, 14(1), 75–78.

Ribeiro, M. D. (April, 2013). Groups in College Counseling Centers. *The Group Psychologist*, 23 (1), 18-20.

Carter, R.T. & Scheuermann, T.D., Legal and Policy Standards for Addressing Workplace Racism: Employer Liability and Shared Responsibility for Race-Based Traumatic Stress, 12 U. Md. L.J. Race Relig. Gender & Class 1 (2012). <http://digitalcommons.law.umaryland.edu/rrgc/vol12/iss1/2/>

The Adventure Leadership Institute (ALI) documented two studies this year. The first study, led by David Schary, explored the impact the challenge course experience has on students and how challenge course programming can promote learning goals for graduates. The second study, led by Dr. Alexis Lewis explored possible applications of SHARP, an acronym and decision-making tool, based on the concepts of mindfulness and self-compassion. Both are summarized on video at <http://oregonstate.edu/recsports/ali%E2%84%A2-research>

Faculty and Program Awards and Recognitions

Elizabeth Wasylow, LGBTQ Leadership Award
Award recognizes outstanding contributions in supporting LGBTQ students and allies.

PCP Executive Director **Skip Rochefort** was awarded **Undergraduate Mentor of The Year** for his devotion to undergraduate education and research.

Doug Severs received from **WASFAA the Lifetime Membership Award**

Kris Winter, Outstanding Professional Award from the National Orientation Directors Association (NODA) This award is granted to one person per year to recognize outstanding contributions of a NODA professional to the field of orientation, transition, and retention.

Earlean Wilson-Huey was recognized with a **NAACP** award for and her contributions to greater understanding of the African American community

Kathryn Magura (Operations Manager, Assignments & Customer Service), **OSU Award for Outstanding Service to Persons with Disabilities**, Commission on the Status of Individuals with Disabilities (COSID).

Teresita Alvarez (Assistant Director, Diversity Initiatives and Programs), **Best Faculty/Staff Award, Movimiento Estudiantil Chican@ de Aztlan (MEChA) and Meso American Student Association (MASA)**

Jeffrey Tsang (Late Night & Leadership Program Assistant), 2012-13 E.C. **Allworth Cultural Awareness Leadership Award**, Oregon State University

Jay Perry (Chef de Cuisine), Silver Award, **National Association of College and University Food Services (NACUFS)**

Ann Marie Klotz (Associate Director, Residential Education), Herstory Award, **ACUHO-I**

At the 2013 NIRSA (National Intramural and Recreational Sports Association) national conference, Jen de-Vries was posthumously awarded a NIRSA National Service Award for her outstanding leadership and dedication to developing the curriculum for the National School of Recreational Sports Management.

President of the **American College Health Association - Pat Ketcham**

Chair of the Nursing Section for **American College Health Association - Linda Reid**, RN

Student Legacy Park was recognized in the 2013 NIRSA national conference with an Outstanding Sports Facility Award. Architectural Team: Group Mackenzie; Consulting Firm: DA Hogan & Associates, Inc.; General Contractor: Bernhardt Golf – Bernhardt

The **SMILE Program** received a national-level **“Together for Tomorrow”** recognition by the US Department of Education.

Cascadia Market, Best In The Business Campus Convenience/Retail Store Award from National Association of College and University Food Services (NACUFS) and PepsiCo.

Grants and Contracts

Office of PCP: \$98k (\$62k of E&G funds awarded/redistributed to 17 youth programs through RFP process).

SMILE \$230k,
STEM Academy \$15k,
TAG programs \$3k
ISS \$30k