WE HAVE A GREAT STORY TO TELL YOU.
CAMPUS LIFE ANNUAL REPORT 2016-2017
WELCOME.
TAKE A PEEK AT OUR BROAD AND PURPOSEFUL WORK DEDICATED TO ENHANCING THE WELLBEING OF WAKE FOREST STUDENTS.
THE DIVISION OF CAMPUS LIFE OF THE STUDENTS, BY THE STUDENTS, FOR THE STUDENTS.
I applaud your choice to join us here at Wake Forest University and, along with the rest of the faculty, welcome you. By coming here, you not only open up a world of opportunity for yourself but for us, too. Our teacher-scholar model outlines a student-faculty relationship that is meant to be mutually beneficial and rewarding. At Wake Forest, we take that model seriously and hope to offer you a unique opportunity to build a relationship with a professor or two (or three) that will open up a new world of personal and academic possibilities to you. We just need to hear from you.

Professors here offer you an incredible range of opportunities and approaches to helping you pursue your passions. Visit with us to explore your potential, to broaden your vision and deepen your knowledge of the world around you. One of the many reasons I love working here is the chance to collaborate with students individually, as professors in anthropology frequently do.

Anthropology at Wake Forest is a diverse discipline meant to expose students to an in-depth engagement with human diversity, from the biological to the cultural, and to appreciate how understanding it informs almost any other pursuit one undertakes. By the time our majors take our capstone course, they have learned how to think critically and effectively about human diversity, often with the help of one-on-one mentoring relationships with a faculty member.

These relationships help to foster the ability to think critically, to broaden perspective, seek new knowledge and to employ those skills to the betterment of humanity. These objectives are often accomplished through building strong and enduring relationships with faculty during the writing of honors theses, mentored research, community-action partnerships and professional presentation and publication. Working closely with faculty has personal and academic rewards. We are eager to mentor you and want you to tell us of your interests. Take us up on this invitation. Come see me in my office. You don’t even need to knock on my door. It’s open. Professors here offer you an incredible range of opportunities.
The Division of Campus Life has established the following strategic directions. They were developed involving staff members at all levels of the organization and represent how we serve our community.

**STRATEGIC DIRECTIONS**

The Division of Campus Life has established the following strategic directions. They were developed involving staff members at all levels of the organization and represent how we serve our community.

**LEAD A COMPREHENSIVE APPROACH TO STUDENT AND COMMUNITY WELLBEING.**

- Integrate the Thrive campaign into all areas of campus and academic life.
- Create Wellbeing Ambassadors throughout student organizations and campus departments to help share Thrive strategies.
- Create or enhance peer education programs to address our most salient wellbeing challenges (e.g., stress, alcohol, sexual assault, sleep, nutrition).

**CULTIVATE AN INCLUSIVE COMMUNITY WHERE ALL STUDENTS FEEL A SENSE OF BELONGING AND ARE VALUED CONTRIBUTING MEMBERS.**

- Develop multiple pathways that enable students to identify and navigate engagement opportunities.
- Promote and extend campus traditions that include all students.
- Strengthen and expand orientation and pre-orientation programs for incoming students.
- Evaluate the ways in which campus infrastructure (e.g., dining options, space allocation) supports or hinders inclusion.

**INTegrate CIVIC ENGAGEMENT AND RESPONSIBILITY LOCALLY AND GLobALLY.**

- Provide opportunities for students to learn about and demonstrate behaviors that are consistent with the eight dimensions of Thrive.
- Position WFU to serve as an innovative leader and national resource for wellbeing in higher education by publicizing and sharing the story of Thrive.
- Ensure that orientation provides meaningful opportunities for students to examine complex issues from multiple perspectives and communicate across difference.

**FOSTER A CULTURE OF PEER ENGAGEMENT, LEADERSHIP, AND ACCOUNTABILITY.**

- Develop and utilize bystander training when preparing students to manage risks within a social context.
- Train students to identify their beliefs, values, and attitudes and adapt to diverse environments.
- Prepare students to lead in diverse environments with cultural fluency.

**OPERATIONAL EXCELLENCE.**

- Implement the student leadership pyramid throughout campus life in order to empower student leaders to engage their peers and develop transferrable skills.
- Partner with students in the design and delivery of all campus programs and projects.
- Implement cultural competency training for student leaders in varied contexts.
- Assess WFU cultural competency to establish baseline measurement.

**CREATE OPPORTUNITIES FOR STUDENTS TO DEVELOP CORE COMPETENCIES FOR ENGAGED CITIZENSHIP.**

- Provide opportunities for students, faculty, staff, and alumni to engage in experiential learning, global citizenship, and critical reflection activities.
- Create or enhance peer education programs and coordinate campus-wide training in order to take advantage of synergies and opportunities to collaborate.

**ASSessING THE WAYS IN WHICH CAMPUS INFRASTRUCTURE SUPPORTS OR HINDERS INCLUSION.**

- Evaluate the ways in which campus infrastructure (e.g., dining options, space allocation) supports or hinders inclusion.
- Implement the student leadership pyramid throughout campus life in order to empower student leaders to engage their peers and develop transferrable skills.

**Position WFU to serve as an innovator, leader, and national education by publicizing and sharing the story of Thrive.**

- Develop multiple pathways that enable students to identify and navigate engagement opportunities.
- Promote and extend campus traditions that include all students.
- Strengthen and expand orientation and pre-orientation programs for incoming students.
- Evaluate the ways in which campus infrastructure (e.g., dining options, space allocation) supports or hinders inclusion.

**Support the Thrive campaign into all areas of campus and academic life.**

- Create Wellbeing Ambassadors throughout student organizations and campus departments to help share Thrive strategies.
- Create or enhance peer education programs to address our most salient wellbeing challenges (e.g., stress, alcohol, sexual assault, sleep, nutrition).

**Train and empower students to facilitate and participate in sustained dialogue regarding difficult campus, local, national, and global issues.**

- Train and empower students to facilitate and participate in sustained dialogue regarding difficult campus, local, national, and global issues.
- Identify and assess existing peer education programs and coordinate campus-wide training in order to take advantage of synergies and opportunities to collaborate.

**Provide opportunities for students to examine complex issues from multiple perspectives and communicate across difference.**

- Provide opportunities for students, faculty, staff, and alumni to engage in experiential learning, global citizenship, and critical reflection activities.
- Create or enhance peer education programs and coordinate campus-wide training in order to take advantage of synergies and opportunities to collaborate.

**Collaborate with campus partners to create Diversity and Inclusion Ambassadors and a Cultural Diversity Pre-orientation program.**

- Implement the student leadership pyramid throughout campus life in order to empower student leaders to engage their peers and develop transferrable skills.
- Partner with students in the design and delivery of all campus programs and projects.
Alcohol and Other Drugs

Event Resource Managers
In an effort to promote on-campus social events and Peer Leadership and Accountability, ERM’s worked with event hosts to successfully manage events by providing low risk interventions to avoid high risk and potentially life-changing moments.

ERMs provided at least one positive interaction (e.g., consistent host contact, assisting with crowd control) at 83% of lounge events and 100% of events at the Barn.

Repeat Offenders
New, evidence-based sanctions for alcohol and other drug behaviors demonstrated a reduction of harm in the community.

BASICS
Brief Alcohol Screening and Intervention for College Students (BASICS) is an evidence-based intervention aimed at reducing the amount and frequency of high-risk drinking among college students. BASICS provides participants with individualized feedback and brief intervention using a combination of standardized assessment tools and Motivational Interviewing—both of which have strong evidence base.

Motivational Interviewing, rooted in the principles of Compassion, Acceptance, Partnership, and Evocation, uses an individual’s own motivation as the driver for behavior change.

184 students were served through 289 BASICS interactions in 2016-17.

Students who took BASICS reported an 18% decrease in alcohol use within the past 30 days. In terms of strategies learned and put into practice, students reported a 26% increase in regularly setting a drink limit, a 23% increase in regularly pacing drinks, and a 25% increase in regularly avoiding shots.

When students were asked in what other ways their participation in Campus Recreation activities, programs, and services had helped or enhanced their experience at this university, they responded:

“My frequent use of the gym facility on campus has definitely enhanced my health while studying here at Wake Forest. As a result, that has helped my overall wellbeing and thus my experience at this university.”

“The recreational facilities have allowed me to destress from college work.”

“I’ve honestly only used the trails around campus and just simply walked them to enjoy the scenery and as a way to relieve stress. To have access to such a beautiful campus and these programs/services is a privilege I’m glad to have.”

“Provided something that is not stressful and all around fun.”

Campus Recreation
In the spring of 2017, Campus Recreation administered the Recreation and Wellness Benchmark, an online assessment designed to understand utilization, outcomes, and satisfaction with campus recreation facilities.

92% of students report that maintaining a healthy lifestyle will be (very or moderately) important to them after leaving college (vs. 85% who report it was important to them prior to college).

81% of students agree or strongly agree that participating in Campus Recreation activities and programs has expanded their interest in staying fit and healthy.

53% of students say that participation in Campus Recreation has definitely increased or improved their feeling of wellbeing.

Well Being

“My BASICS facilitator is one of the most encouraging people I’ve ever met. I left that session feeling better about myself than I had in months.”

The percentage of students who are charged for underage alcohol consumption more than once is down from:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2014-2015</td>
<td>23%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>8%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>5%</td>
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The percentage of repeat offenders for alcohol misuse is down from:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>25%</td>
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</tr>
<tr>
<td>2016-2017</td>
<td>5%</td>
</tr>
</tbody>
</table>
Move More! Move Often! is an eight-week program based on a step challenge for students, faculty, and staff to encourage individuals to increase their daily physical activity. It includes daily walking and running groups, as well as incentives to help participants reach their goals.

University Counseling Center Client Feedback
88% of counseling center clients agreed or strongly agreed that their counselor helped them learn one or more strategies to solve or cope with problems.
88% of counseling center clients agreed or strongly agreed that their counselor was helpful in helping them manage their stress.
95% of counseling center clients agreed or strongly agreed that their counseling helped improve their quality of life.

Learning Assistance Center & Disability Services
85% of students served at the Learning Assistance Center agreed that they learned what to do to be successful when confronted with difficult academic tasks.
94% of students with disabilities agree they are confident in their ability to self-advocate for their needs or accommodations.

What was most helpful to you in academic counseling?
“Learning new techniques to help me attack my academic life more effectively and efficiently.”

“The valuable advice my counselor offered. Her guidance and direction had a profoundly positive influence on me, and I’m grateful to have had her.”

Great program! It helped me finally find a way to accurately quantify my physical activity and improve my health.”

“This was not only helpful to our physical wellbeing, but everyone commented that their favorite part of the program was the social aspect—getting to meet and know others from across campus we might never have met. The opportunity for faculty, staff, and students to interact with each other is priceless, and Move More! Move Often! is the best program on campus for this.”

"My counselor was absolutely helpful in every way possible. He was extremely engaged and really cared about me and my performance throughout the course. He helped me get evaluated for ADHD, has helped me cope with test anxiety, and has taught me techniques to better my time managing skills.”

"Learning new techniques to help me attack my academic life more effectively and efficiently.”

“Agreed or strongly agreed that this program gave them a better understanding of physical wellbeing.

Agreed or strongly agreed that as a result of this program, they intended to continue to make improvements to their physical wellbeing.

Agreed or strongly agreed that as a result of participating in this program, they felt more confident in their ability to incorporate movement (e.g., steps) into their day.

Agreed or strongly agreed that this Move More! Move Often! program provided them with a new skill(s) to improve their physical wellbeing.

88% of counseling center clients agreed or strongly agreed that their counselor helped them learn one or more strategies to solve or cope with problems.
88% of counseling center clients agreed or strongly agreed that their counselor was helpful in helping them manage their stress.
95% of counseling center clients agreed or strongly agreed that their counseling helped improve their quality of life.
83% of seniors responding to the 2015 College Senior Survey saw themselves as part of the campus community.

81% of seniors responding to the 2015 College Senior Survey felt a sense of belonging to this campus.

**FACTORIES FELLows**
The Faculty Fellows program places faculty members in close partnership with a first-year residence hall. The purposes of the Faculty Fellows program are, first, to increase faculty-student engagement by promoting informal, regular interactions between students and the faculty fellows in the residence halls for first-year students; second, to integrate the life of the mind into students’ social experiences; and third, to enhance the sense of community at Wake Forest. In general, the program is intended to foster our strategic plan by building exceptional faculty-student engagement and by helping to educate the whole person through enriching the intellectual, cultural, and social lives of our students. The following results are compiled from a 2016 survey of first-year students about the Faculty Fellows program:

“My experience with one of the faculty fellows being my advisor and fys professor helped me gain a sense of belonging at this school and quickly showed me how accessible and ready to help the faculty here is.”

The faculty fellows were a very large presence in my building—there every week with food and willing to sit for hours to talk with us. They helped to connect students with one another and fostered a setting where the students on the hall were willing to talk with one another, and it helped me to form social connections with people in both my hall and my building.

Over 75% of first-year students who responded report feeling a greater sense of belonging as a result of the Faculty Fellows program.

**WILDERNESS 2WAKE**
Wilderness 2Wake is one of eight Pre-Orientation programs which offer freshmen a chance to arrive at Wake early and meet some of their peers before orientation starts. This program offers a five-day adventure including activities such as backpacking, rock climbing, caving, biking, and whitewater rafting.

“My pre-orientation experience was overwhelmingly positive. In just a few days at Wake Forest, I was able to build personal relationships with each member of my Wilderness 2Wake group. This has made orientation a much easier and exciting process for someone who previously knew nobody attending Wake Forest. Wilderness 2Wake gives students a head start on making friends on campus—helping one feel included early in the year.”

“I can’t even begin to describe how thankful I am that I signed up for Wilderness 2Wake. The group of people I met was so interesting that it made me so excited to become a part of the Wake Forest community.”

RELIGIOUS IDENTITY LOUNGES
Lounge areas have been created within residential communities for several different religious communities at Wake Forest. These areas provide a space for fellowship and accommodate the students’ religious and spiritual needs.

In fall 2016, a Muslim student lounge was added—joining the already existing Christian and Jewish student lounges. The lounge facilitated programming and events that would not have been possible otherwise, including watching WFU basketball games, a Superbowl party, watching the Presidential debates, movie nights, meetings, and Jummah. It provided a space for students to study together, share jokes and stories, and for the community to come together and support each other after the election.

“Every community needs a home, and this is our home.” - Rakin Nazar, Class of 2018

CAMPUS RECREATION
In the spring of 2017, Campus Recreation administered the Recreation and Wellness Benchmark, an online assessment designed to understand utilization, outcomes, and satisfaction with campus recreation facilities. When students were asked in what other ways their participation in Campus Recreation activities, programs, and services had helped or enhanced their experience at this university, they responded.

“I have been able to find a sense of belonging and community on campus.”

“It has given me more opportunities to make friends and keep a healthy lifestyle. I enjoy the scenery a lot while I run the trails, too.”
CULTURAL HUMILITY

In their first semester at Wake Forest, first-year students showed significant gains in the area of diverse citizenship from the beginning to the end of the fall semester, according to a survey administered in fall 2016.

DIVERSE CITIZENSHIPS REFLECTS THE ITEMS:

- I value interacting with people whose viewpoints are different from my own.
- It is important to become aware of the perspectives of individuals from different backgrounds.
- My knowledge or opinions have been influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds.

74% of seniors responding to the 2015 College Senior Survey considered improving their understanding of other countries and cultures very important or essential.

Black History Month

The Intercultural Center planned a rich and diverse slate of events for Black History Month in 2017. Kicking off the month of February was an event in The Pit featuring student performers, notable University black alumni displays, and cuisine from the African Diaspora.

The month’s keynote event featured the national co-chairs of the January 2017 Women’s March in Washington, D.C. Tamika Mallory, Linda Sarsour, and Carmen Perez participated in a moderated discussion with over 2,000 students, faculty/staff, and community members to campus.

Other events and activities in the month included a Black Professionals Forum; discussion with Dr. Greg Ellison, author of “Cut Dead But Still Alive: Caring for African American Young Men”; an address by Payton Head, student government president at the University of Missouri during the 2015 campus protests; and a dedication ceremony of Maya Angelou Residence Hall.

“THIS EVENT SHOWED ME TO BE OPEN-MINDED TOWARDS THESE SUBJECTS AND TO REALLY LISTEN TO OTHERS AND THEIR VIEWPOINTS EVEN IF THEY ARE THE OPPOSITE OF MY PERSONAL BELIEFS.”

Building Community Through Diversity & Inclusion was an interactive orientation program designed to give students a chance to explore what it means to live in a diverse community. Students learned about individual and collective diversity at WFU, identified ways to build a more inclusive WFU, and received valuable information and resources to support personal and social identity development.
Since 1996, Wake Forest Emergency Medical Services has provided emergency medical care to faculty, staff, students, and visitors to the Reynolda Campus. WFEMS has provided its members and volunteer student EMTs with first-rate leadership development.

"Becoming a leader through WFEMS has helped me to feel more confident and prepared for my future. The lessons I have learned as a member of WFEMS will be invaluable to me as I pursue a career in the medical field."

Annabelle Willey, Class of 2017, Lieutenant Wake EMS

“I am in my fourth year of medical school and am applying for residency in emergency medicine. I plan to pursue EMS system medical direction as well as pediatric emergency medicine in the coming years. The leadership opportunities afforded to WFEMS members are simply unparalleled. During my year as chief, I learned how to form a top-tier leadership team, balance a budget, handle conflicts, dispense appropriate disciplinary action, and also how to unite my peers behind a common ideal. These learning experiences have served me well in medical school and have allowed me to serve at the highest level in medical school organizations.”

Nick Ashburn, Class of 2014, Chief Wake EMS

“When you spend so much time with a small group of people, see them in leadership roles, and rely on each other in the most stressful of situations, you develop a brotherhood. There are members of WFEMS whom I know I will keep in contact with for the rest of life because of the experiences we shared.”

Adeline Ding, Class of 2017, Member

The Leadership Pyramid is a visual representation of the developmental process through which students learn to engage and lead on campus. It represents our commitment to providing every student the opportunity to make decisions, set priorities, create and lead initiatives, take responsibility for their actions, and take ownership of the Wake Forest student culture.
Bystander Intervention Training

The Bystander intervention program was offered as part of the extended orientation experience for first-year students in October 2016. The training was designed to develop a culture of safe intervention by raising awareness of helping behaviors, increasing motivation to help, developing skills and confidence when responding to problems or concerns, and ensuring the safety and wellbeing of oneself and others.

Total number of students trained:

1,143

88% of first-year class

The bystander training resulted in significant gains in understanding of the bystander effect, the model for intervention, and recommended strategies for intervention.

STUDENT INVOLVEMENT

In a survey of WFU students conducted at the end of the 2016-2017 school year, students reported that co-curricular activities were among the most helpful experiences for developing the following skills:

- Working in teams: 86%
- Decision making: 79%
- Planning and prioritizing work: 75%
- Verbal communication: 78%
- Problem solving: 76%

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PEERS

Wake Forest University

PEERS is a student-led peer education group that offers training and educational, awareness, and outreach programs in several areas that are critical to the wellbeing of college students. Wake Forest University PEERS offers four groups for student involvement:

- Alcohol and Other Drug Misuse Prevention
- Nutrition and Mindful Consumption
- Student Education and Empowerment for Invisible Disabilities
- Student Mental Health Ambassadors

17 students trained and nationally certified.

As a result of training and the National Certification process, Peers reported improvement in their perception of being “very strong” in the following competency areas:

- 37% increase in strategies to change high-risk behaviors
- 58% increase in talking about risky behavior or choice
- 42% increase in referring someone to campus counseling
- 58% increase in developing effective solutions to problems
- 27% increase in offering solicited advice

98% of first-year students taking the alcohol training reported that they would intervene if they witnessed a situation where a peer’s health and safety related to alcohol were at risk.

84% of first-year students who had the opportunity intervened in a situation where a peer’s health and safety was at risk due to alcohol use (i.e., pressured drinking, experiencing alcohol poisoning, playing drinking games, etc.).

99% of first-year students taking the mental health training reported that they would intervene if they witnessed a situation where a peer’s mental health and safety were at risk.

89% of first-year students who had the opportunity intervened in a situation where a peer’s mental health and safety was at risk due to alcohol use (i.e., indicated your concern, offered help or support, etc.).
In the College Senior Survey administered in spring 2015, Wake Forest seniors reported:

- **72%** Helped raise money for a cause or campaign occasionally or frequently
- **68%** Publicly communicated an opinion about a cause occasionally or frequently
- **86%** Performed volunteer or community service work occasionally or frequently
Bias Response System
The Biased Incident Report (BIR) system receives reports about identity-related bias in our community. Biased acts can be intentional or unintentional by those that commit them and threaten the sense of belonging and safety for those that experience them. Responses include personal care, educational intervention, referral to systems of accountability, and evaluation for the prevention of future harm.

“The bias incident report gave our organization and the folks who were harmed by our actions the chance to enter into a dialogue about intent versus impact of actions. Through this conversation, we saw that our action caused other people deep pain—something we were blind to due to our own biases. I am grateful our organization had the opportunity to listen because through listening, we gained insight into other viewpoints, sacred space, and culture that we were initially blind to. Moving forward, I am hopeful we as a community can incorporate these ideals into our own viewpoints and understanding.”

Renovations
Renovations at Kitchin Hall were completed in two phases during the summers of 2015 (building interior) and 2016 (building exterior). Residence Life and Housing conducted the ACUHO-I Resident Assessment, a survey of the residential community in spring 2013 (pre-renovation) and again in spring 2016 (post-renovation).

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<thead>
<tr>
<th></th>
<th>2016</th>
<th>2013</th>
<th>INCREASE</th>
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<tbody>
<tr>
<td>Overall Satisfaction</td>
<td>5.15</td>
<td>4.52</td>
<td>14%</td>
</tr>
<tr>
<td>Satisfaction: Facilities</td>
<td>5.49</td>
<td>4.68</td>
<td>17%</td>
</tr>
<tr>
<td>Satisfaction: Environ</td>
<td>5.48</td>
<td>4.75</td>
<td>15%</td>
</tr>
<tr>
<td>Satisfaction: Security</td>
<td>6.01</td>
<td>5.62</td>
<td>7%</td>
</tr>
</tbody>
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(Jed scores reported on a seven-point scale)

Jed Foundation
The Jed Campus Program is a University Counseling Center-led effort that focuses on reducing hazardous alcohol and other drug use, suicide prevention, and promotion of positive mental health on campus. One thing that it means for our students is that WFU is dedicated to providing a comprehensive and coordinated approach in service to their wellbeing. The Jed Campus Program requires input and action from multiple campus constituents—not just the Counseling Center. University Police, the Office of Wellbeing, Student Health Service, Office of Academic Advising, and faculty members are some of the main players. The benefit of this initiative is that we are actively working to have student wellbeing (and faculty/staff wellbeing, for that matter) an effort that is undertaken by everyone at WFU.

The LINK
Going on-line for the first time in fall 2016, The LINK is an on-line platform that guides students through their co-curricular journey by tracking membership in organizations, attendance at events, and service hours. Student leaders use The LINK as a tool for organization management and event planning.

Total users who logged into The LINK 3,053. Involved users 2,041. Approved service hours logged on The LINK 8,751. Organizations and departments on The LINK 298. Organizations regularly using The LINK 243. Student-run events marketed on The LINK 783. LINK events open to the entire campus 665. Student consultations with Engagement Consultants via The LINK 272.