Housing & Residential Education

Annual Report

Live the Life. Live on Campus | Barb Remsburg
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Summary Points—2011-2012

Budget
• The Accounts Receivable “conveyor belt” system moved us closer to our target of better management of history debt.

Facilities
• A new software management system was selected and will be completely implemented during Fall 2012.

Honors Housing Construction
• The building was named: Donna Garff Marriott Honors Residential Scholars Community and was authorized to have a working title of Marriott Honors Community.
• Construction on the project will end for Fall Move-In, August 16, 2012.

Inclusion Center
• The HRE Equity Office space was renovated to create a new office suite for the Inclusion Center. They are a fantastic addition as a campus and resident resource.

Marketing & Assessment
• The announcement of becoming part of the PAC 12 changed out benchmarking data to PAC 12 schools. Benchmarking efforts included rates, cancellation policies, dining programs, community-building initiatives.
• The U-Night program was dissolved in April 2012 due to changes in recruitment strategy and having beds held for the program versus being made available to residents.

Occupancy
• Maintained the highest occupancy level throughout the academic year, ending at 96.2% (up 5% from previous year) at May close.
• Increased the number of beds that were labeled for First-Year students. We continued to give wait list priority to out-of-state and international First-Year students.
• A sliding scale cancellation fee was implemented to deter students from cancelling prior to school starting or cancelling midway through the fall semester.
• Shoreline Ridge transferred to an Academic Year agreement. The number of families and graduate students continue to decrease through attrition.

Residential Education
• The Late Night Programming efforts were successful in providing social connection outlets for residents.
• FEMA’s 2012 Shake Out Earthquake Exercise provided the framework for department training preparedness and simulation exercise.

Resident Services
• The Peterson Heritage Center management transitioned back to HRE.

Strategic Planning
• A Strategic Housing Analysis was completed. The scope included the following analysis: market, demand, site, rate. The Housing Master Plan was passed by the Board of Trustees as the June 2012 meeting.
• The department’s Strategic Priorities work was summarized and disseminated.
HRE Department Mission Statement

Housing & Residential Education, a team of dedicated student leaders and staff, serves the University community by encouraging, facilitating, and supporting the learning and development of all residents while creating an inclusive and safe living environment.

Diversity Statement

Housing & Residential Education and the University of Utah value interactions among individuals with varying traditions, cultures, expressions, orientation, religious beliefs, economic backgrounds, and racial/ethnic origins.

HRE Departmental Values

the principles or ideals which guide how we work

Team:
Working together towards common goals; sharing information; including HRE co-workers in decision-making and projects in order to better serve our students/co-workers.

I will:
- Work to develop trust among all HRE team members by being trustworthy
- Engage in productive discussion around ideas and concepts and create opportunities to share information
- Commit to decisions and follow through on plans
- Hold myself and my colleagues accountable for all behaviors that may negatively affect the HRE team
- Prioritize the collective results of the department and place the needs of the HRE team above any group or individual needs.
- Take the initiative to approach others to offer assistance and build relationships

Excellence in Service:
Performing all of my responsibilities to the best of my ability; exceeding the expectations of our students/co-workers and the standards of performance set within HRE; being friendly, sensitive, and willing to help others: showing concern for their needs, listening more and talking a little less.

I will:
- Provide our students/co-workers with positive, ethical, high quality service regardless of any personal or professional difficulties I may have
- Give students my full attention with patience and empathy
- Be attentive and respond to student needs promptly
- Create an environment that is open and responsive to student/co-worker feedback
- Seek out and participate in opportunities that enhance my skills and be willing to share my knowledge and experience
- Give and accept feedback, both positive and constructive

Respect:
Treating students/co-workers courteously and professionally in all situations; valuing and honoring diversity in others; being honest, direct, and respectful in all communications and loyal to all including those not present.

I will:
- Validate and value each individual for their unique talents, experiences and identity
- Approach problems/discussions/projects as a matter of perspective rather than absolute right or wrong
- Be respectful in my choice of words, expressions, tone of voice and body language demonstrating my commitment to the HRE team and students by avoiding gossip, mean-spirited attacks or other behaviors that may undermine the team or service to students
- Share ideas, express emotions and give feedback in an appropriate manner, time & place
- Listen and work to understand others’ points of view and acknowledge their concerns as real
**Integrity:**
Doing the right thing demonstrated by doing what I say I will do, avoiding hidden agendas, emphasizing and recognizing success.

I will:
- Tell the truth, setting realistic expectations for ourselves and others; asking for guidance or help when needed.
- Apologize when appropriate, create a blame free environment, and never shift blame to other HRE or University staff
- Continually self-evaluate and strive to be self aware
- Seek opportunities to grow and develop as a staff member
- Look for opportunities to resolve conflicts and problems, to give others a heads up and to respond, learn and seek solutions that will minimize the likelihood of problems in the future
- Maintain the highest level of confidentiality by holding sensitive conversations in non-public locations and protecting confidential or sensitive information

**Positive Attitude:**
Looking at a problem or concern as an opportunity. Demonstrating optimism and cheerfulness and focusing on a person’s or area’s strengths before the weaknesses. Enjoying my work and interaction with others recognizing the contribution I can make to our students/co-workers education while working in Housing & Residential Education.

I will:
- Recognize that I have the ability to decide my attitude in the workplace
- Take opportunities to respect and praise co-workers, be open to accepting praise
- Relish and celebrate individual and team accomplishments
- Encourage fun and laughter at work whenever it is appropriate, finding creative ways to incorporate fun into daily activities
- Take my work seriously, not myself – appreciate working in a fun, collaborative environment

The University of Utah hosted the Utah Senior Housing Officers Meeting, April 2012
Donna Garff Marriott Honors Residential Scholars Community
(Marriott Honors Community)

The building opened ahead of schedule with thanks to the work and coordination of the construction and design team: Gramoll Construction, Jacoby Architects, and Potter Lawson.

The HRE planning team utilized regular staff meetings to work through the project planning for this building coming online. Students and their families were excited about this new living and learning option.

Information at a Glance:
161,000 square feet housing 310 students and resident advisors in apartment-style living.
Public “forums” facilitate gathering spaces for informal and formal dialogue

Residential Education:
309 beds
Live-in Resident Advisors and Residential Education staff
24 hour central service desk and mail room
Residential courtyard including green lawn space and an event area

Living Learning Communities:
Honors Living Learning
First Year Honors
Engineering Living Learning
Business Living Learning
Upper-Class Honors

Community:
The Big Ideas Room
Convenience Store
Fireplace lounge
Honors library
Two seminar rooms

Building Amenities:
Music room
Pool table and television lounge
Conference room
Secure bike storage for rent and exterior bike storage
Laundry room

Sustainability:
Located in immediate proximity to TRAX light rail station
Slated to be LEED Silver certified
Scheduled to meet the State of Utah Higher Performance Building Standard
Expected energy performance to be 30 percent better than building code requirements

Construction:
Gramoll Construction
Jacoby Architects
Potter Lawson
**Housing Strategy Analysis**

Bailsford & Dunlavey along with Hanbury Evans Wright Vlattas + Company were selected to assist the university in understanding the current and future market regarding housing on the campus for single students and individuals with partners and/or families.

The Market Analysis was completed for both the off-campus market as well as a PAC 12 comparison group.

The Demand Analysis supports an additional 1250 beds for First-Year students, an additional 935 beds for upper-class students, and 353 beds for Graduate students. The results also showcase a demand for family apartments.

The rate model creates a plan to move the Heritage Common’s bottom line into position to eliminate the university subsidy and be a stand-alone auxiliary.

In June 2012, the Board of Trustees passed the Housing Master plan. This includes the feasibility and build out of the additional 800 beds for First Year students.

**Campaign for our Community**

Housing & Residential Education staff supported the Campaign For Our Community (CFOC) effort of the University by holding a “Donuts & Donations” meeting to inform all staff about the opportunity to participate. A corresponding bulletin board was created that gave individuals an opportunity to anonymously post a card stock donut if they were participating in the program. This year our number of participants increased from 1 to 11.

**Internal Audit**

January 2011 through June 2011, an Internal Audit was conducted by the University on Housing & Residential Education. The focus on the audit was on our accounting practices, in particular accounts receivable. The follow up visit showed implementation of the goals and requirements as set forth in the Internal Audit report.

**Housing & Residential Education Strategic Planning**

Housing & Residential Education finalized the first report of our Strategic Priorities (see appendix document).

**September 2011**

- Reviewed the priorities identified by the institution with regards to housing as well as impacts of university department growth regarding housing demand.
- Reviewed the ways in which we currently do or could work towards the divisions Strategic Goals and Objectives.
- Finalized a prioritized plan for the upcoming 5 years.
- Develop the 2012-2013 budget with the framework of the priorities.

**Spring 2012**

- Review the prioritized plan within all department functional areas.

**Future Plans**

- Quarterly review of the Strategic Priorities by the department management team.
Over 50 staff members from the Office of Housing & Residential Education participated in the Utah ShakeOut simulation on April 17, 2012. Using injects from our University assigned Controller along with a detailed simulation created internally, live-in staff followed the Incident Command Structure while running through the drill in the rain and elements. The first half of the day was spent locating an outdoor Reception Center location - Stillwell Field. Under the direction of the HRE Incident Commander, Drop Zone staff worked to collect roll call information while the Safety Officer identified safe routes from drop zones to Stillwell Field. Operation staff designated First Aid tent and simulated a hospital transport. Logistics staff worked on identifying inventory of non-personnel resources and resource needs while the Planning Chief orchestrated Situation Staff, Resource Support staff, and deployed Field Observation Teams. The afternoon was compiled of setting up a shelter in the Peterson Heritage Center. Strike Teams toured dining hall facilities, considered layout for food services and identified lockable spaces. Restroom facilities were inventoried and designed for shelter use. Utilizing only available supplies in our emergency supply room, a Strike Team hung plastic over windows and prepared a portion of the building for shelter. Maintenance staff used their expertise to review equipment and help live-in staff become familiarized with set up of equipment such as lighting and heating.

April 18th consisted of a departmental review of the exercise and our Earthquake Plan. The group identified gaps and needed resources prior to touring the Bus Depot in order to conceptualize utilizing the shuttles for potential shelters. The afternoon site visit to Granite High School for a tour of a Red Cross Shelter wrapped up the three-day experience. Housing & Residential Education will continue to budget yearly for additional emergency preparedness supplies as well as conduct annual Earthquake Exercises with live-in staff.

**Take Aways**
1. Opportunities to explore
   A. Potential ongoing additional training: RAT, First Aid/CPR
   B. Future training on accessing Water tank supply
   C. Establish standard to keep all vehicles with ½ full gas tanks
   D. Additional “Shuttle Information” section to the Shelter Management Plan
2. Exercise Drill for Future Training
   E. Quarterly meetings
   F. Res Ed participate in minimum of yearly exercise
   G. Create more injects to consider various scenarios
   H. Allow injects to come from various roles-not top down

**Resources/Supplies Ordered**
In addition to the Emergency Supply master list, the following resources were identified as needed to be added to emergency supplies. The most pertinent and timely purchase being a Sea Container.

1. Sea Container (20x8x8.5)
2. Safety Route Flags-Various Colors (500x)
3. Laminated First Aid Instructions (3x)
4. Additional PPE supplies: Rain Suits, Steel Toe Guards, Dust Respirators, Sunscreen, Fingerless Gloves
5. Plastic Sheeting, Tape, Box Cutter, Measuring Tape, Ladder, Zip ties
6. Food (1200 calorie bars-1,000x)
7. Heating – 20 Wool Blankets
8. Incident Command Vests
Department Committee Reports

10 year anniversary & Staff reunion
Committee Members
Aramis Watson, chair  Michael Chen  Quentin Hodges
Angela Hoffman  Scott Jensen  Meredith Larrabee
Duane Padilla  Kacie Pecor  Barb Remsburg
Jayson Talakai  Chris Thompson

The Housing & Residential Education 10 Year Staff reunion was a yearlong undertaking to celebrate the 10 year anniversary of the Heritage Commons residence halls and to bring staff who worked together in housing prior to that date as well. Seventy four people attended. HRE staff and student leaders are now coded in the Development database for ease in future tracking and extraction efforts.

Safety & Security Department Committee
Committee Members
Carolynn Mirabile  Bob Knudsen  Jayson Talakai
Lindy Nielsen, chair  Deleea Meeker  Nate Zwart
Flavio Lima  Steve Sutton

This year was a valuable learning experience for the Safety & Security Committee. Made up of 13 individuals from across the department, our group tackled Safety & Security topics during our first semester meetings. We utilized a translator in our small group which created an opportunity to build a relationship with one of the INSYNC staff members. This made members of our group to feel comfortable discussing difficult topics with a non-staff member in the room.

We spent the semester identifying cross functional topics of safety & security that everyone - new and veterans on the team should have a firm understanding of within our department. After identifying these areas, we worked through each topic as a group identifying areas of needed review and brainstorming effective training techniques. A checklist document was created for use on our intranet to serve as a yearly refresher of such topics as our Entry Policy, Key Policy, Lock Out Policy, Propped Doors, and Important Phone Numbers. Through the process of developing this checklist, our group began to work more as a small training group than a committee. Individuals seemed excited for this additional training and brainstormed ways to get the information out to their staff. We discussed challenges for ongoing training throughout the year in such areas as maintenance and custodial, as the schedule is extremely tight for these staff members year round. Having students at the table was also difficult given the subject matter, as the training for them has been more in-depth and many aspects do not apply directly.

Social Justice Committee Report
Committee Members
Duane Padilla, chair  Deleea Meeker  Scott Jensen
Andrew Kahrs  Patricia Ruiz  Meggan Smith
Jayson Talakai

Committee Priorities
- Incorporate social justice training opportunities for staff.
- Develop and roll out poster series for department.
- Revise application process for Housing scholarship.
- Coordinate with departments across campus for training/development opportunities.

The Social Justice Committee entered into the year with several of its members having participated in last year’s inaugural Social Justice Committee. Due to the fact that we had gained some knowledge and ideas from last year,
it helped to get the ball rolling this year.

One of the big strides made in the in Fall of 2011 was that a retreat that was for everyone. With the diversity of our staff, we have four different languages that are spoken; English, Spanish, Somali, and Serb-Croatian. We were able to bring in interpreters so that everyone was able to participate. This allowed some of our staff to be actively involved in the retreat. In previous years, due to the language barrier, they were not able to actively participate. We received a lot of positive feedback from staff members about the retreat. From this point forward, whenever we do a department retreat, we bring in the interpreters. In addition, the department invested in the translation equipment so that we have these resources available.

Several members of the Social Justice Committee were also members of the Training & Morale Committee. This allowed the two different committees to work hand-in-hand to have activities that tied into one another. In the month of December, we did a “traditions” potluck. This allowed staff to share typical dishes from their homes and countries. In addition, it allowed staff to share special traditions and share memories of growing up. The staff responded favorably to this activity and commented that they hope this was an annual celebration.

In April of 2012, we had a department training in which we teamed up with the Student Affairs Diversity Council. They did the training for our session. This was presented in the four languages to allow everyone to participate. The staff was very appreciative of the opportunity.

This year we were able to get our Poster Series rolled out. This series focuses on staff members throughout HRE. The goal of the series is to highlight the beauty that each person brings through their unique identity. These posters were printed out and placed in frames to be located across department buildings.

One of the projects that the Social Justice Committee was involved in was looking at the former Chartwells Scholarship. The group worked together to develop an on-line form that the applicants can use for submitting their application for two housing scholarships that are being offered. The Social Justice committee is serving as the selection committee for the Scholarship.

The Committee was a very interactive one. There was a lot of learning and development that occurred not only for the staff but for the committee as well. We had a very exciting year.

**Sustainability Committee**

Committee Members

Andrew Kahrs           Phil Leafty           Kirsten Levine
Flavio Lima            Jenna Matsumura       Ashley Patterson
Patricia Ruiz          Frank Sitton, chair

**Partnerships**

Office of Sustainability          Student Affairs Sustainability Committee
University Facilities              HRE’s Green Sustainability Living Learning Community
Residence Hall Association Sustainability Board

**Committee Priorities**

The Sustainability committee engaged in a number of projects this year:

- Single stream recycling bins were placed in common areas of every residence hall floor and within each apartment. From December to April (the majority of our residents moved out during the first week of May) 221,354 pounds of solid waste was collected. 62,527 of the 221,354 pounds or 28.3% was recycled.

- During the Fall, the RHA Sustainability Committee coordinated a one-month long electrical usage contest in Chapel Glen, Gateway Heights and Sage Point. 813 won the contest and RHA sponsored a pizza party for the building.

Committee member served on the Student Affairs Sustainability Committee and worked within HRE in an
awareness campaign to reduce paper usage and promote recycled paper use within the department.

In association with Earth Day, a trash sort demonstration took place just west of the main entrance to the Heritage Center. The demonstration showed the amount of recyclable material that can be separated from trash and recycled instead of going to a land fill. The Sustainability floor also planted a tree on the north west corner of 813.

Move out recyclable clothing and material collection and donation to Big Brothers Big Sisters. This was a combined effort with volunteer assistance from the Office of Sustainability and RHA. In addition this year, electronic waste was collected.

**Intranet Committee**
Committee Members
Michael Walker, chair
Nate Zwart

The focus of our committee was to develop the framework and content for our department intranet. The purpose of the intranet is to provide resources relevant to all department staff. Much of the focus of the intranet is on Human Resources—to give new employees the information that is relevant to their jobs and their employment in our department, to give managers the ability to initiate the hiring process, etc. Each area within Housing & Residential Education has information that they would like to see be part of the intranet and our mission was to organize it all into a framework.

We prioritized several projects to be placed on the intranet:
- HRE duty calendar
- Emergency manual
- StarRez manual
- Calendar of upcoming programs
- Staff announcements

Some of the major projects we planned include the following:
- Duty log for Residential Education
- Resident Advisor Programming database
- Move Transmittal to intranet

During May 2012, it was decided that we would utilize Media Solutions to develop the intranet for us instead of relying on our Information Technology staff. This will allow for much quicker development. As of the end of the fiscal year, they have been able to put up additional information on the intranet for the benefit of new staff.

**Training & Morale Committee**
Committee Members
Matt Beach
Angela Hoffman
Duane Padilla
Meggan Smith, chair
John Brannon
Scott Jensen
Kacie Pecor
Jason Talakai
Elvia Herrera
Deleea Meeker
Patricia Ruiz

Committee Priorities
Training
The committee also worked on compiling a list of trainings and designating who needed to take each training. This list will be used to create a training tracker for the department that will allow employees and supervisors to track personal and professional development. This also provided a great insight to the onboarding process and updates that can be made for that process.

Onboarding
Items were purchased for morale purposes and as an ongoing onboarding item for new permanent staff. Padfolios were purchased and will be given to new full time staff, and backpacks will be given to new part time staff or those who would not use a padfolio as part of their job.
Morale Items:
- October: Halloween Party
- November: Pie Contest
- December: Tradition-al Potluck
- January: Breakfast potluck
- February: Cookie Party
- March: March Madness Nacho Bar
- May: Annual Summer BBQ
- June: Bee’s game

Birthday celebrations also continued this year by posting them on the bulletin board in the office and sending out emails to the department.

This summer we also started a weekly summer treat program to help keep morale up during the busy summer months. Staff is responding positively and I would see this continuing in future years. Some of the items we've provided are strawberry shortcake, floats, pie, and ice cream sundaes.

Opening & Closing Committee

Committee Members
Scott Jensen, chair
Kirsten Levine
Andrew Kahrs
Angel Shewan
Bob Knudsen
Steve Sutton

Committee Priorities
We spent the first semester reviewing each of the times we had to address for our students and facilities for either closing, opening, or working with Stayover.

Breaks: Fall, Thanksgiving, Spring
Opening: Summer, Fall, Spring
Closing: Summer, Fall, Spring
Stayover: Spring, Summer, Winter

We then examined what communication, tasks, roles, supplies, functions, policies, and practices needed to be assigned, developed, or implemented for each of the above areas. Finally, we looked at what are the annual issues that come up that we don’t ever seem to plan for ahead of time. The group was helpful in streamlining our approach to planning meetings and the preparation sheets that we use.
Residence Hall Association

The Residence Hall Association operates with 11 executive board members who strive to provide resources, leadership development, educational and social programming, and a platform for advocacy and involvement. The overarching goal is to make the college experience of living within a residence hall an engaging one. The boards that make up RHA contain 70+ residents who volunteer to help make the residence halls that much greater.

RHA E-Board Goals
Student Leader Council Director:
1. Increase attendance through gift card drawings
2. Recognize service within housing and on campus through incorporation of kudos, three year service pin, and higher OTM involvement
3. Provide engaging meetings and share relative updates, budget, and other agenda items
4. Increase OTM writing
5. Send weekly newsletter
6. Advocate for student leaders
7. Create small and large scale programs
8. Manage budget of $13,000 per year

RHA President:
1. Incorporate the new position of Apartment Council Director
2. Build the Future Leaders of RHA (organize and host the SOUL conference to teach leadership, define and execute the VIP conference for RHA board members)
3. Be a regionally-recognized RHA, NRHH and School (increase OTM submissions and quality)

NRHH President:
1. Win 1 regional OTM per month (9 Regional Winners as of January 2012)
2. Win 1 national OTM each semester (2 National Winners as of January 2012)
3. Win at least 2 awards at IACURH Conference (Won 3 awards)
4. Win at least 1 award at IACURH No Frills Conference (Won 2 awards)

Administrative Director:
1. Reformat the purchase request form
2. Modify the budgeting process
3. Update the RHA awards and recognition banquet.

Apartment Council Director:
1. Unite the upper-class community
2. Provide resources including careers and after graduation information

First Year Student Director:
1. Create a successful board
   -Created programming, secretary, marketing, and newsletter committees
2. Create successful programming
   -Each month has had more and more success
3. Provide helpful and useful information in newsletters
   -Great feedback showing interest in first year newsletters

Sustainability Director:
1. Grow presence on upper campus
2. Increase the number of participants at each program
3. Make individual suites/apartments more sustainable.
Residence Hall Association

Leadership Development- VIP Summit
Building the leaders of tomorrow was one of the visions for the RHA Executive Board throughout the entire year. The implementation of the application process was helpful in this process by giving students the opportunity to be on RHA boards. Next, the SOUL conference started the building leadership process. The next step was the VIP Summit. Standing for Vision, Initiative and Persistence, it gave students who may or may not have gone to the SOUL conference the chance to become better leaders. All students were a part of our 7 boards were invited to attend a one day conference on a Saturday in early September. The students would choose programs to attend that they felt would build their personal leadership philosophy. These presentations were submitted to RHA by many of the housing officials that work in the department. There were three sessions in total. Each session had two programs to choose from. From how to conduct meetings to critical thinking exercises, each program would be helpful to any novice or expert student leader. At the culmination of the program, the Associate Dean of Students Lori McDonald spoke to students on the importance of being leaders on campus. As a professor in the Leadership department, she would be an important individual to speak to students. This also allowed the students to have someone they could connect to on campus. She also serves as the advisor to the Associated Students of the University of Utah (ASUU), the student government. The interaction she had with students after could serve as a transitory piece to other involvement. After Lori spoke, T-shirts were given out with the message of VIP Summit printed on them. This was to serve as a constant reminder of what they learned. Students then loaded onto a bus and were transported to a local amusement park, Lagoon. At this park, students were able to interact with other housing student leaders that they may normally not get to interact with. This gives students a breadth of connections, not just in RHA but housing as a whole.

Training 2.0:
As a student leader, sometimes it can be quick to forget the things you learned in training. With the hustle and bustle of everyday life in your positions, it can be fleeting. It can be helpful to revisit portions of training so that it can be refreshed in your mind. This is the idea behind Training 2.0. At the last RHA Executive Meeting every month, a different training topic is revisiting to reinvigorate the minds of the student leaders. The one-hundred page training manual used for summer training is brought back and used a note taking reference to add to the overall experience of training.

Each month, a different topic is discussed. These topics can be anything from programming effectively to how to handle feedback. All of these topics are important as student leaders grow and evolve. These topics are also determined by observation or suggestion to the RHA President. Training 2.0 has been vital to the strengthening of RHA student leaders as they handle the unpredictability of the residence halls experience.

Board Retreats:
This was the first year that the Residence Halls Association incorporated individual board retreats. The board retreats consisted of the members, director, and advisor leaving campus to do a fun activity. While off campus, the board directors presented short trainings for members. The expectations and goals were explained, making the board more and more successful. This fun, but guided activity that members were able to participate in, helped build community within the boards, and also helped with leadership development. The first year board went off campus to a frozen yogurt shop to set the goals and expectations. The board members collaborated with the director to find what would work for the specific board. Once the expectations were set, they went to a movie. It was a fun experience and overall successful for community building within the board.
Programming Highlights

Apartment Council
September: BBQ for all residents in apartments
November: Taste the World... international food night
December: S’mores for Finals
January: S’More S’mores Party
February: Superbowl
February: Pre-Med Guidance... Dean of Admissions from School of Medicine
Unknown: Art of Flight movie... focusing on the winter sport scene

First Year Board
August: Walk to the U
September: Room Decorating Contest
October: “The Shining”... scary movie night
November: Sugar Rush... dessert night
December: Ugly Sweater Expo
January: First Year Service Board project
February: Snowball Formal

Social Justice Board
January: Life in a Day...documentary comprised of footage from 192 different countries on the day of July 24, 2010
February: Different: Just Like Everyone Else...“if you really knew me”, circle activity, privileges conversation
March: Limits Set You Free...event focused on ableism
April: Take Back the Day...focused on the “got consent” campaign in collaboration with the Women’s Resource Center

Sustainability Board
September: Need Air?... created plastic bottle planters for residents
November: Power Down... electricity consumption competition
December: Food, INC....watched FOOD, INC and learned about how food impacts the environment
January: Recycle Auction... students could bid using recycled items as currency
February: Recycled Valentines... made valentines from recycled paper
February: The Lorax movie... used TRAX to go to the theater to view the sustainability themed movie

Overall RHA Highlights
- Five regional winning bids at IACURH 2011
- Two bids representing the region nationally from No Frills 2011
- One top ten program at IACURH 2011-the first one in five years!
- Large School spirit at IACURH 2011
- Bid to host IACURH 2012-when not awarded conference bid team continued with bid for IACURH 2013.
- Creation of two on campus leadership conferences SOUL & VIP.
- Creation and development of new council to encompass new on campus housing area.
- 2 Top 40 programs presented by Taryn Young and Jessica Batty (Jessica will be a CA downtown and Taryn will be NCC and a Late Night Programmer next year)
- 2 Conference Pins awarded by the Regional Director (these pins are unique and created just for each conference to be awarded)
- 1 Silver Pin Awarded to Quentin Hodges by the Regional Director (2nd highest NACURH Pin awarded)
- Awarded best large school display
- Over 40 students attending national and regional conferences.
- 2 National Awards
  - First Year Student Experience Award-Jenna Matsumura (she will be an RA next year-previous Sustainability Director for RHA)
  - Student of the Year-Michael Chen (he will be an RA and Student Leader Council Director next year-previous NRHH president)

**Residential Education- Area Reports**

**Benchmark Plaza**
Benchmark Plaza is comprised of three buildings, 820, 821 and 822. These buildings comprise mostly sophomore and junior students along with many international students. Approximately 300 students live in the three Benchmark buildings. They are in close proximity to the Peterson Heritage Center and the Housing & Residential Education office.

One of the key points is that successful programming in the apartment area looks much different than it does in other areas. With Benchmark having a large population of older undergraduate and international students, opportunities for staff morale is important, and branching out to include new programs for RHA Apartment Council could create more successful collaborative programs in the future.

An estimated 47 unique programs were put on by the Benchmark Plaza staff.

**Sage Point**
This year has been a successful year in Sage Point. The REC and both ARECs were new to the area (and both ARECs new to the U), which led to some challenges with the keeping up of past momentum in the area, but returning RAs to the area were extremely helpful and we were able to create a positive environment in Sage Point this year, both on LLCs and in the rest of the buildings. In fact, one of our all-area programs won the Golden Swoop Award for Social Program of the Year (Sage Point Survivors) and one of our floors won the RHA End of Year Award for Community of the Year (810 First Floor)! Conduct was mostly focused around vandalism, alcohol, and marijuana, and although it was continual throughout the year, it was a lower amount than expected. The RA staff did a great job of addressing these issues proactively and as they happened.

An estimated 152 unique programs were put on by the Sage Point staff.

**Shoreline Ridge**
The 2011-2012 year was a productive one for Shoreline Ridge. This year saw changes to the demographics of the buildings in Shoreline. Buildings 826, 827 and 828 became upperclassmen undergraduate buildings. All together the buildings house approximately 350 residents. The Shoreline RA staff transitioned to a 20 hour per week position from the 10 hour per week position during the 2010-2011 academic year. This change has impacted RA expectations with programming and community engagement throughout building communities in Shoreline.

The Shoreline Ridge Community Council (SRCC) transitioned into the Apartment Council as part of RHA. Shoreline was comprised of a wide array of residents, ranging from upperclassmen undergraduate students, many international students, graduate and doctoral students, to families. Shoreline staff was made up of undergraduate, graduate, doctoral, and medical students. The staff operated as a supportive, cohesive unit and functioned incredibly well. This was a great year for Shoreline, the first of many dynamic and changing years to come!
An estimated 37 unique programs were put on by the Shoreline Ridge staff.

Shoreline Ridge staff and student leaders created garden plots in the Shoreline Ridge Community Gardens.

Chapel Glen
Chapel’s greatest strength is in its first-year residents. They provide so much energy and potential. Next year the staff really needs to focus on how to build stronger relationships among those on the floor and in the building/area. Based on feedback we received mid-year from the student feedback survey residents do want that floor community, but struggle to form it on their own.

We have had some unique conduct situations this year, but it seems that while documentation for substance use has decreased there has been more vandalism. Staff addressed the issues via postings, floor meetings, and increased visibility while in the buildings as well as while on duty.

Gateway Heights
This year has been a successful year in Gateway Heights. We experienced a staffing change mid-year. The RAs worked extremely hard to make this year successful and fun for the residents. Our staff have done a great job, to help those first year students transition to campus from whatever environment they came from prior to enrolling at the U of U.

An estimated 61 unique programs were put on by the Gateway Heights staff.
Downtown Commons

Downtown Commons is comprised of two buildings located in Downtown Salt Lake City: Downtown 1 (Building 3601) is located at 349 1st Avenue and Downtown 2 (Building 3602) is located at 43 South 400 East. Together the buildings house approximately 90 students. Downtown Commons is a unique community because it is not in close proximity to campus and the buildings are much older than the rest of our residence halls. Downtown Commons is staffed by two Community Managers and because of the physical separation from campus, their job within the buildings are critical.

Overall, Downtown Commons has a fairly strong community, with many residents who return year to year. However, because it is a new community, there is quite a bit of room for improvement in programming and room to develop area identity and traditions.

There are many aspects to Downtown Commons that are not applicable to Heritage Commons. These include issues such as parking permits (free, given out by CMs), parking lot gate openers for Downtown 2, limited internet connectivity, cable provided through an outside company, a somewhat decentralized mail system, and other things. While these aspects of Downtown can create a challenge, overall the area functions quite smoothly. Now that systems have been put in place for many of the more administrative aspects, the focus needs to become more programming and resident engagement.

An estimated 6 unique programs were put on by the Downtown Commons staff.

Officers Circle

The OC had a very successful year this year. Traditions in programming were maintained and strengthened. One of the larger projects was a continued clean-up of the houses. Cleaning out the basements and inventorying house furniture was an area wide project that was completed in an effort to get things like personal furniture and bicycles off the first floor. Storage shelving units were added to every basement last year and are being utilized by students. The connections with living learning partners are still very strong, and students enjoy their experiences in the houses and frequently return to the house.

An estimated 88 unique programs were put on by the Officers Circle staff.
**Social Justice Advocates**

In the area of social justice, there was some staff turnover, but there was also consistent and solid programming throughout the year. Throughout the year, this area produced an average of 3 active programs per month, one passive program per month, and an in depth social justice newsletter each semester. Some of the most successful programs included: an open house to familiarize students with other entities on campus who could provide resources, safe spaces, and volunteer opportunities; in-service trainings on privilege, identity, and international student concerns; an LGBT Gallery Stroll illuminating alarming statistics that college students can positively impact; a movie & dialogue series offering a platform to talk about current issues fostering injustices and discrepancies in our communities; and an International Food Fair highlighting different cultures through food and activities.

Weekly staff meetings, along with an extra 2-hours a week set aside to program as a staff assisted in timely advertising and solid, collaborative programming. Open communication was fairly consistent throughout the year. Utilizing several caterers, printing services, and extra resources to advertise our space in an effort to make it more visible caused us to exhaust funds rapidly, which required us to seek funding from Student Leader Council. We were encouraged to think big, but our small budget did not allow for big programs when programming for all residents at each event.

An estimated 29 unique programs were put on by the Social Justice Advocates staff.

**Late Night Programming**

Late Night Programming was a new initiative this year. The program was run by Residential Education Coordinator for Student Engagement and Late Night Programming with the assistants and ideas of 5 Program Assistants (PA). The PAs stocked up on some materials that although they impacted the budget in the first year, will be able to be re-used for years to come.

During this year the staff tried a range of events to see what the residents liked best. We have decided on a few events to continue as “traditions” in the future. These include Laser Tag, Homecoming Kickoff Carnival, Colorific, Casino Night, Luau, and game nights. Next year a separate account will be made within the Late Night budget to track all money spent on prizes. We will continue to develop our philosophy about prizes and giveaways as well as the process for giving them away.

The PA’s completed 48 programs during the 2011-2012 academic year with a total of 5,170 attendees at an average cost of $5 per person.
There are a couple of highlights with regards to the Living Learning Communities over the 2011-2012 academic year:

- Development of the Undergraduate Research Experience LLC: This community will allow students to engage in the research process during their first year at the U. This will put students on the fast track to being engaged with research initiatives their entire college career.

- SOUL Leadership Conference: Students who lived on the Signature Leadership Floor & the Outdoor Leadership floor were invited to participate in the first leadership conference hosted by RHA in several years. The students who attended this conference were also volunteers for the Move in Crew that helps students move into Chapel Glen.

- Implementation of Living Learning Advisory Board & LLC Fee: The goal of the LLAB is to create a community across all of the Living Learning Communities (LLCs) in Sage Point and Officer’s Circle at the University of Utah. This board will create a community through social and educational programming planned by students within the LLCs. The board has four position openings: President, Administrative Chair/Secretary, Spirit and Events Chair, and Public Relations Chair. Students who held this role were given a $300 stipend. This group put on 7 programs over the course of the year that ranged from a dance to community service and each student was given a LLC t-shirt for their participation.

**Specific Community Reports**

**Honors—Sage Point 810**

The Honors LLC has grown considerably this year. The new programming model that the RAs have been using has brought more of the “Honors College feel” to the building. The relationship with the Honors College is very strong which helps provide strong programming to the residents. The residents are also very engaged in their communities. The RAs for these floors are central to the community development that happens. They work hard to engage their residents and relate to them in unique ways which the Honors students are receptive to.

The Honors building has had a strong community every year. Students who live in the building are invested in living there and are extremely engaged, particularly those that live on the first floor. The investment of the partners is very high, and extremely helpful. Mary Watkins will frequently find programming opportunities that Honors will pay for and that residents very much enjoy. We met on a monthly basis with the REC, ARECs of Sage Point and OC and the RAs in 810, the two Honors houses and the Law house. We have done the planning, and Mary has recruited Honors staff and also promoted the event to students from Honors. This year included events like Opening Honors BBQ, the musical “Hair,” and a Talent Show, Open House Night, and End of Year Celebration.

This year also marked the first year of the Living Learning Advisory Board which was made up almost entirely of residents within the Honors Community.

**Green Sustainability—Sage Point 813**

The Green Sustainability floor had a great year in regards to themed programming efforts. The RA implemented several programs that were conscious of meeting her residents where they were at in regards to their interest in green sustainability issues. For example, the RA worked with the living-learning partner to implement several themed programs such as going on a tour of an eco plant, going to the Natural History Museum, having a floor dinner, planting a tree outside of Sage Point, and watching several documentaries about environmental issues. The partner is extremely engaged and knowledgeable and has been a huge asset to the floor this year. There was a high level of engagement on the floor in regards to general social programming.
Go Global– Sage Point 813
The Go Global floor started off very strong this year. The RA of the floor did a very good job of implementing programs around the floor theme. For example, the RA held an instructional program on how to make sushi, took residents to the study abroad fair, and created bulletin boards that allowed students to consider topics related to international involvement such as getting a pen pal, issues impacting women studying abroad, and how love is shown around the world. The RA implemented the above programs on her own but also put on three programs with the living-learning partner. The living-learning partner events were pie-making, Mexican culture event, and a study abroad information session. The residents of the Go Global floor originated from many different backgrounds and several were international students. There was a high level of engagement on the floor in regards to general social programming.

Outdoor Leadership– Sage Point 813
The Outdoor Leadership floor has had an extremely successful year due to the level of involvement and enthusiasm of the RA and Outdoor Recreation Program. The RA and ORP implemented several themed programs such as white water rafting, mountain biking, avalanche beacon training, waxing clinic, yurt camping trip, Banff Film Festival, volunteering at the Bike Collective, and climbing trips at Moab and St. George. There was an extensive amount of funding for programming for this floor so the sky is really the limit in what students and the RA wanted to do. There is also a very high level of engagement among the floor residents in regards to programming related to outdoor activities.

Proposals/Changes that have happened
The summer prior to the 2011-2012 academic year ORP worked with the RA and HRE to have posters of Utah scenery framed and screwed into the walls of the Outdoor Leadership floor. This was a great addition to the floor as it really sets the floor theme and the standard for floor engagement. ORP has mentioned wanting to put up additional Utah scenery posters in other areas of the residence halls. ORP has also mentioned wanting to mount a monitor in the hallway on the Outdoor Leadership floor to display additional outdoor pictures, event information, and ORP services.

The week before opening the residents of the Outdoor Leadership floor were invited to move in early, free of charge, if they attended the SOUL Leadership Conference put on by RHA and also helped volunteer with the move-in U Crew. Several residents participated in the conference and enjoyed the fact that they were able to move-in early and begin building connections with one another. Other residents and RAs noticed that the floor had a very strong community from the start of the year and attributed that to the residents’ participation in the SOUL Conference.
Leadership in Service– Sage Point 813

The Signature Leadership had a good year overall but had to overcome the struggle of creating the floor identity as the floor was in its first year of implementation. One of the major components of this floor was residents’ attendance at the SOUL Leadership Conference which was put on by RHA. Residents of the floor were permitted to move-in a week early if they attended the conference and volunteered to help with the move-in U Crew. This opportunity provided the residents of the floor to begin identifying with the leadership theme of the floor and also allowed the residents to begin building community with one another. Another strength of the community was the Continued Opportunities for Leadership Advancement (C.O.L.A.) series that the RA and the AREC put on for the floor. C.O.L.A. sessions were focused on leadership topics such as becoming a student leader, getting involved in summer service opportunities, applying to attend LeaderShape, and learning your leadership style. In addition, there was a high level of engagement on the floor in regards to general social programming.

Proposals/Changes that have happened

The Signature Leadership community was new for the 2011-2012 year. The community was formerly the Leadership in Service floor which had two living-learning partners, the Bennion Center and the Office of Leadership Development. The Leadership in Service floor was changed to the Signature Leadership floor because the original community had trouble programming around the leadership component and solely did activities related to community service which was not different from the Service House in the Officers Circle. The Signature Leadership floor was created so that residents interested in developing leadership skills and involvement could engage in related themed programming on the floor. The Signature Leadership floor was planned to be run completely by HRE, with no outside living-learning partner.

The AREC and RA worked together to create the Continued Opportunities for Leadership Advancement (C.O.L.A.) series. The plan was to implement at least four sessions on leadership topics this year. The AREC and RA ended up planning and implementing four sessions. Attendance was low at three of the sessions but it seemed to be because residents were busy not because there was a lack of interest in the topics.

The first session was on how to become a student leader and there were guest speakers invited to the session to talk about each of the student leader positions as well as an AREC and REC to review and give tips on resumes. The second session was about learning your personality type in which the RA had residents complete a modified version of the Myers Briggs Typology Inventory and discuss their personality type. The third session had quite a few residents in attendance and included a presentation by the Office of Leadership Development on leadership opportunities through their office as well as the upcoming LeaderShape Institute. The group did an activity similar to those that are done at LeaderShape to get residents exited and interested in applying to go to LeaderShape which takes place in May. The fourth session was about summer service opportunities through the Bennion Center and included a brief presentation from a Bennion Center staff member.
**Engineering - Sage Point 813**

The Engineering community was a very close knit community that did not need much direction. The common field that each resident has brings them together with a common bond that promotes a strong community. The RA did a wonderful job at programming for the residents, engaging them in the opportunities that the Engineering department provides while also providing stress relief general social programming. The RA balanced engineering related programs with social ones very well and had no issues with engagement of the residents. For example the RA implemented the following programs: tutoring and study sessions, Intramural Sports, Pi Day, Sage Point Survivors, and Legacy of Lowell Service Project.

*Proposals/Changes that have happened*

The Engineering department in previous years had provided a mentor, or a second year engineering student, to live on the floor to help first year students with the transition to college. The mentor seemed to be very helpful to the students on the floor but was in some ways redundant to the RA position. This year the Engineering department did not provide a mentor on the floor and instead tried to find other ways to supplement the support that the mentor used to provide. The RA and the Engineering Department provided tutoring sessions and study sessions on the floor a couple times throughout the year to help take the place of the mentor.

*Partners & Contacts*

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(801) 585-7769

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**Business – Sage Point 813**

The Business floor started off very strong this year. The RA of the floor worked closely with the living-learning partner the first couple months of the academic year to implement programs for the floor. The RA and living-learning partner put on two programs together this year which included a BBQ with all of the business clubs, an academic advising session, and a movie night. The RA also attended a movie night at the Officers Circle Business House. The RA had a wide variety of majors on her floor but made several attempts to integrate the business theme while implementing general academic programs such as study sessions and tutoring. There was a high level of engagement on the floor in regards to general social programming.

*Proposals/Changes that have happened*

The Business floor was new to building 813 for the 2011-2012 year. The Business floor will no longer exist in building 813 for the 2012-2013 academic year. Instead the Officers Circle Business House and the Business community in the Marriott Honors Community building will be the two options for residents interested in a business themed living-learning community. The Officer Circle and Honors Business living-learning communities will provide a stronger tie to the business department and will develop a subsection of residents that are interested in the business theme as opposed to the wide variety of academic majors that were on the business floor in 813.

*Partners & Contacts*

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Academic Advising Coordinator, School of Business  
Kari.dockendorff@business.utah.edu  
Ashley.patterson@sustainability.utah.edu  
(801) 581-7853
Officers Circle 606: Honors Second Year Experience House

This is a very strong community because these residents lived together the previous year on the Live Learn floor in Sage Point 810. Students are very engaged and chose to live in that house specifically, so community building comes naturally. While community building within the house is very strong, there is not as much engagement in the larger OC community. The RA who is placed in this house is important, if they were previously a peer on the Live Learn floor this creates a dynamic that can be challenging for the RA. The partners for this house are very engaged as well, creating large scale programming opportunities for the entire Honors on campus community and the residents of the house frequently participate in the Honors events.

Proposals/Changes that have happened
The Second Year Honors House will have a new name next year, the 2nd Year Honors Innovation House. With the new Honors building, continuing to recruit for the Honors OC houses will become extremely critical. Getting these students more involved in the LLC Advisory board might be a suggestion as this house was less engaged with the larger OC community than the Poulson house.

Partners & Contacts
Mary Watkins: m.watkins@honors.utah.edu
Silvia Ibarra Garcia: silvia.ibarra.garcia@utah.edu
2012 contact: Alese Overly

Officers Circle 607: Emma Eccles Jones Fine Arts House

There was a strong RA in this house who was very motivated to continue trying to build community within the house, which was difficult. Engagement from the partner fluctuated this year; however, by the second semester there was a transition in partners to Liz Leckie. She helped the house get back on track. Engagement in the Fine Arts Department and events was very strong, and were really the only programs that students were willing to attend. The OC community in general was very supportive of the community by attending performances throughout the year. This helped to bring the entire OC community together.

Proposals/Changes that have happened
No changes/proposals of note.

Partners & Contacts
Liz Leckie, Associate Dean for Academic and Student Affairs—Fine Arts College

Officers Circle 608: S. J. Quinney Law House

This house has receives its support from the Honors community. Only two law students lived in the house, and the rest of the house consisted of Honors students. While the Honors partners for this house are very engaged in
Proposals/Changes that have happened
None. Empty spaces will be continued to be filled by honors students.

Partners & Contacts
Mary Watkins: m.watkins@honors.utah.edu
Amy Urbanek, Pre-Law Academic Advisor

**Officers Circle 609: First Security Business House**
The house has fewer graduate students this year, but the residents really embrace the diversity of the house. Students who live here are also offered scholarships, so they tend to be very engaged with their department (Business) and excited to live in the house. The residents were very engaged in the OC community and the larger HRE community. This house frequently attended Late Night Programs and RHA events on top of house events, business events, and OC events. The School of Business has been very engaged and has provided a lot of funding for programming to the RA.

Proposals/Changes that have happened
There has been a recent change in contact at the Business school. The Business House was originally slated to be MBA students. Through dialogue with the college the parameters of who could lie in the house were expanded to focus more on undergraduate students.

Partners & Contacts
Bryan Eldredge
bryan.eldredge@business.utah.edu

**Officers Circle 610: Poulson Honors House**
This is a very strong community because these residents lived together the previous in Sage Point 810. Students are very engaged and chose to live in that house specifically, so community building comes naturally. Who is placed there as an RA is important as a peer in the building creates a dynamic that can be challenging for the RA. The partners for this house are very engaged as well, creating large scale programming opportunities for the entire Honors on campus community and the residents of the house frequently participate.

The residents of this house were very engaged in the OC community and were the winners of the Legends of the Hidden Gazebo competition this year.

Partners & Contacts
Mary Watkins: m.watkins@honors.utah.edu
Silvia Ibarra Garcia: silvia.ibarra.garcia@utah.edu
2012 contact: Alese Overly

**Officers Circle 611: Kennecott House**
The partner has been very engaged in the house. The RA typically makes an effort to include the engineering floor in programming efforts, however, the RA had difficulty in getting the RA of the floor bought into collaborating. Programming with the engineering department has been seamless because of the opportunities they have. They communicate extremely well with us regarding events.
Proposals/Changes that have happened
A new couch was purchased last summer, which the residents enjoy. At the end of last year the house won a Pur water faucet filter for their kitchen and was installed before closing. However, since the house was utilized over the summer of 2011 as an Access House, the filter was old. The RA did not want to use funds to replace the filter, but since it was purchased by RHA we would recommend encouraging that RA to request SL Council funds when a new filter is needed.

Partners & Contacts
Sandy Bruhn: S.bruhn@utah.edu
Admin. Asst. to the Dean, College of Engineering

Officers Circle 612: O.C. Tanner Humanities House
The community was very close as a group, but did not engage with the larger OC community. The partner is very engaged in the house. The residents were very active in the Humanities community, going to plays and events on and off campus together. Quite a few professors have visited the house for dinners and social gatherings, so departmental engagement is very high.

Proposals/Changes that have happened
None.

Partners & Contacts
Taunya Dressler
Assistant Dean, College of Humanities

Officers Circle 613: Crocker Science House
There is a lot of engagement of the partner and science department in this house. Professors frequently were invited up for dinner and social gatherings. Residents knew each other before living in the house, so the community was very strong. Residents also knew the RA as a peer, and even though this was the RA’s second year in the house, this continued to be a struggle in confronting issues. The Science House really amped up their community involvement this year, and at a majority of area wide programs the residents were very visible.

Proposals/Changes that have happened
None.

Partners & Contacts
Lisa Batchelder: batchelder@science.utah.edu
Academic Coordinator, College of Science

Officers Circle 614: Lowell Bennion Service House
The Bennion Center consistently has events for the house to attend and to lead; most of the students were engaged in the house. They are given a stipend to live in the house and are all very involved in the Bennion center. The Bennion Center staff was very involved and engaged in the house. Quite a few of the events occurred off campus (Bennion Service days) and were still highly attended.

Proposals/Changes that have happened
In order to better engage residents and uphold community standards, the Bennion Center developed an application process that had a stricter accountability of resident participation. There was also more dialogue on returning to the house and finding the RA that works best for the residents.
Partners & Contacts
JaNae Lilly: jlilly@sa.utah.edu
Service-Learning Coordinator, Bennion Center

Officers Circle 615: Alliance House
There were students who came from different backgrounds that really added to the mission of the house. The RA put on events to create dialogue, and this created a rich environment for the residents of the house. We have struggled recruiting students in the past, but have had success the last two years in creating more interest in the house. The house was remodeled in time for opening this fall. The Alliance House is currently the only ADA accessible house. The old RA room and common area were converted into an ADA accessible double.

Partners & Contacts
Aramis Watson, Assistant Director of Housing & Residential Education

Officers Circle staff at Golden Swoops
Staffing Coordinator

Payroll
University of Utah Payroll began a new process of sending all paper checks through USPS rather than delivering them to departments to be distributed. All new staff members are made aware of this practice and encourage to sign up for direct deposit as soon as possible. Worked with the Assistant Directors in Residential Education and Budget & Finance to clarify the yearly increase process for Residential Education Coordinators (REC's). We also helped clean up the process of paying the Assistant Residential Education Coordinators (AREC’s) to keep payment consistent and clarify the summer payment process.

Human Resource Items
A new process of adding student leaders (Resident Advisors) to the PeopleSoft system was implemented. Currently these students are not in PeopleSoft as employees due to not being paid through the payroll system. This made tracking student staff difficult and their employment is not officially recognized by Human Resources in the event of employment verification. By adding these individuals to the system, HRE is better able to track employment dates and give students formal work experience.

Training
Worked with the Training & Morale Committee to put together a comprehensive list of trainings for our department and which staff members are required to take each training. This list is being utilized to create a training tracker on our intranet site, which is currently under development. The list will also be used to put together a better onboarding process for managers to follow when new staff is hired. Translation equipment was purchased for our staff that would benefit hearing trainings/retreats in their native language. The equipment was used on several occasions with much positive feedback. There was also a strong emphasis on calling in interpreters for trainings and other important meetings to ensure everyone could understand the instruction at a higher level.

Misc.
A group was organized to design and update the break room in the HRE office. All of the old furniture was removed. The room was painted, a TV was mounted on the wall, and all new furniture was brought in to create a comfortable space for staff to take breaks.

Staffing Changes:

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<th>Department Turnover</th>
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<td>Housing Assistants &amp; PHC Desk Assistants, 10</td>
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Facilities

Facilities has an efficient motivated staff committed to providing a clean, safe and comfortable living environment for our residents. Maintenance staff do daily building checks to ensure plumbing, HVAC and security systems are functioning properly. Custodial staff go through the common areas of our Residence Halls daily checking for cleanliness and maintenance needs. Our Facilities supervisors check the online work request system each morning and throughout the day so they can respond quickly to requests entered by our residents. This year from September to the end of April (our peak occupancy period) Facilities staff processed 4496 work requests.

Training

Facilities staff continues to be given yearly health and safety training on blood borne pathogens, fire safety and the proper use of cleaning chemicals. Our custodial staff is working to contain the spread of H1N1 by making hand sanitizer available in the lobby of all our residence halls and by wiping down high use surfaces with sanitizer. Now that the buildings in Heritage Commons are all ten years old or older, our maintenance staff is facing a number of mechanical failures with plumbing and HVAC systems. While we are capable of dealing with all of these issues, it is becoming more challenging to stay within our maintenance and repair budget. With the acquisition of two apartment buildings downtown, our Facilities staff work load has increased but we are confident that timely, quality service will continue to be provided to all of our residents.
Renewal and Replacement Projects Completed 2011-2012

- New sofas, love seats and lounge chairs were purchased for all the student lounges in Sage Point.
- LED long lasting wall mounted outdoor lights were installed over the patio area on the south side of the Peterson Heritage Center and exterior lighting fixtures on all the Sage Point residence halls were re-lamped.
- Door frames, roll up doors and a metal staircase were installed in entryways at the warehouse.
- Two new compressors were installed on air conditioning chillers at building 802 and 804 in Chapel glen.
- The flat bed truck was replaced with a new one and an oversized metal rack added to the flat bed for transporting linen and equipment.
- Rain gutters and underground drainage were reengineered and upgraded to mitigate ice buildup around the entryways of building 821 in Benchmark.
- The crimson dining area was remodeled with room dividing screens, lounge style seating and tables and a large screen wall mounted television added.
- Two leaking three hundred gallon hot water storage tanks were replaced in building 811 Sage Point.
- Sidewalk safety bollards were repaired or replaced throughout Heritage Commons

Facilities will continue to utilize 5 year R&R comprehensive planning to collaboratively and cohesively manage future facility needs.

English Classes

In September 2011 HRE Facilities entered into an agreement whereby English Skills Learning Center agreed to conduct English classes attended by twelve members of the Facilities staff in an effort to improve their English language communication skills. Classes were conducted twice a week from September 21st 2011 through March 16th 2012. Classes lasted an hour and a half and consisted of one Intermediate class and one Emergent Reader class plus a conversation class.

- Interviews and proficiency tests were administered to the participants before their entry into the program and at the end of the program.
- A curriculum was developed based on the goals identified by Facilities supervisors and staff, emphasizing speaking, listening, reading and writing.
- Text books and other instructional materials were purchased that support the curriculum.
- ESLC provided pre and post test scores, as well as homework and attendance records of each participant.

At the end of classes results showed that 64% of participants made English Skills Learning Center level gains while 91% made a quantified improvement in their English ability.

Facilities has budgeted and plans to continue this program in the 2012/2013 year.
Information Technology

StarRez Enhancements
We added new functionality to our housing management system (StarRez) in a few areas this year. One of the large projects that we implemented was that of StarRez’s Front Desk-Mail module. This module allows the Peterson Heritage Center front desk to check out various resources (sports equipment, cleaning supplies, etc.) to residents and track and report on these resources. This module also allows all incoming packages (from UPS, FedEx, USPS, etc.) to be tracked. Packages are logged into the system and then residents receive an email letting them know that their package is ready for pickup. Once a package is picked up by a resident, it is logged in the system as being picked up. This module has enhanced our mail room operation greatly. This module will also be used in the operation of the Donna Garff Marriott Honors Residential Scholars Community front desk and mail room.

We have also developed the framework for a “pre check-in section” to be added to our housing application. The plan is to activate this section during the month of July so incoming residents can confirm that they will be living with us and choose which day during check-in week they would like to check in. This will greatly decrease the number of phone calls that will need to be made during the summer months to verify our incoming occupancy. This application section will go live in early July 2012.

The StarRez Users Conference was held in Memphis, Tennessee and was attended by Bob Knudsen, Accounting. Our IT Manager (Michael Walker) was unable to attend due to his MBA coursework.

AiM
We are in the process of implementing a new facility management system (AssetWorks AiM). Much of the implementation work has been completed and we are scheduled to launch this new system in July 2012. This system will allow residents and guests to enter work orders online as they currently do, but will also give our staff the ability to report on many more aspects of the work order system then they are currently able to. We will also be recording our warehouse inventory in AiM, so we will be able to better report on current stock levels and will be able to associate inventory used with work orders.

Website
We formed a partnership with Media Solutions this year to take over the maintenance of our website and intranet site. This will enable a higher level of site development and the ability to devote more time and other resources to the website. This is especially important as we utilize our website not only as an information resource but also as a marketing tool.
**Budget & Finance**

**Accounts in History:**
As soon as a student ceases to live on campus, they are placed on the “conveyor belt” system for Collection. The student has ninety (90) days to either pay their account balance in full or to make satisfactory payment arrangements with HRE in order to avoid having their account forwarded to Collections. These student accounts are tracked internally, giving all pertinent information for when balances are no longer to be worked on by HRE Accounting and thereby forwarded for Collection. By being strict to the timelines for payoff and/or payment plan arrangements, we have been able to minimize the amount of debt on the HRE Balance Sheet that comes from Old Debt.

**Accounts forwarded to Collections:**
HRE Accounting has been maintaining the use of the “conveyor belt” system that was developed during the 2010-2011 Fiscal Year. Use of this system has allowed us to ensure that we maximize the amount that is paid off directly to HRE before getting Collections involved. This has resulted in HRE seeing a large increase in the amount of Bad Debt that has been recovered by Outsource Receivables Management (ORM). We are also utilizing holds on debtor’s Utah State Tax Refunds in order to collect from those who would not make payments to their account otherwise. These payments are logged with ORM to ensure that if the account is able to be collected on, then the debtor does not overpay. Below is a table that shows the amounts that have been recovered by ORM, as compared to our prior Collections Agency. We commenced using ORM in April 2010, so there was very little that was collected by them by the close of the 2010 Fiscal Year. Higher amounts were seen starting in the 2011 Fiscal Year.
End of year close and Financial Executive Summary

Below is the financial table from the 4902 Fund Summary for June 2012.

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Actual</th>
<th>Budget</th>
<th>Favorable/(Unfavorable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Service</td>
<td>5,548,877</td>
<td>6,109,128</td>
<td>5,413,825</td>
<td>695,303</td>
</tr>
<tr>
<td>Residence Halls Rent</td>
<td>6,050,131</td>
<td>6,543,119</td>
<td>6,258,087</td>
<td>285,032</td>
</tr>
<tr>
<td>Apartment Revenue</td>
<td>3,346,206</td>
<td>3,544,278</td>
<td>3,408,863</td>
<td>135,415</td>
</tr>
<tr>
<td>Bond Subsidy</td>
<td>1,550,000</td>
<td>1,550,000</td>
<td>1,550,000</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>2,240,781</td>
<td>2,351,716</td>
<td>2,197,229</td>
<td>154,487</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>18,735,995</td>
<td>20,098,242</td>
<td>18,828,004</td>
<td>1,270,237</td>
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<tr>
<td>Salaries</td>
<td>2,538,043</td>
<td>2,954,404</td>
<td>3,021,232</td>
<td>66,828</td>
</tr>
<tr>
<td>Meal Plan Expense</td>
<td>4,883,846</td>
<td>5,353,586</td>
<td>4,674,971</td>
<td>(678,615)</td>
</tr>
<tr>
<td>Telephones</td>
<td>787,697</td>
<td>790,187</td>
<td>809,973</td>
<td>19,786</td>
</tr>
<tr>
<td>Utilities</td>
<td>900,515</td>
<td>886,762</td>
<td>978,059</td>
<td>91,297</td>
</tr>
<tr>
<td>Debt Payment</td>
<td>6,672,680</td>
<td>6,672,680</td>
<td>6,672,680</td>
<td>-</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>2,687,012</td>
<td>3,028,189</td>
<td>2,890,168</td>
<td>(138,021)</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>18,469,793</td>
<td>19,685,808</td>
<td>19,047,083</td>
<td>(638,724)</td>
</tr>
<tr>
<td>Net Income</td>
<td>266,202</td>
<td>412,434</td>
<td>(219,079)</td>
<td>631,513</td>
</tr>
</tbody>
</table>

**HRE Financial Executive Summary**

There was a $631,513 positive variance for the 2012 Fiscal Year. The largest portion of this was caused primarily by five items.

**Item 1 – Application Fees:**
This accounts for a favorable variance of $61,500. A large portion of this variance can be attributed to the new Honors housing facility which is opening with the Fall 2012 Semester. This facility has given an additional 309 beds to HRE for student housing. This caused us to see a large increase in the number of Application Fees paid as we have more housing available. Along with that, we have seen that there is increased interest from students in regards to living on campus.

**Item 2 – Contract Release Fees:**
This accounts for a favorable variance of approximately $57,200. This is due to us having changed our cancellation policy for this past year. In prior years, we had a flat cancellation fee of $400, but in the 2012 year, the fee was placed on a variable schedule at higher amounts. This also assisted in efforts to keep occupancy in the halls up.

**Item 3 – Rental Revenue:**
This accounts for a favorable variance of approximately $420,400. We had budgeted for occupancy to follow closely to historical trends. However, we were able to keep occupancy above that which was budgeted. Due to efforts made in marketing and managing the occupancy, we were successful in keeping occupancy up and filling rooms that were vacated due to cancellations. This variance is for both residential halls and apartments.

**Item 4 – Bad Debt Recovery:**
We had a favorable variance of approximately $35,000. Our Collections Agency has been quite effective at collecting on debts that have been forwarded to them in a timely manner by HRE.

Item 5 - Employee Benefits

We had a favorable variance of $32,500. The primary reason for this variance is due to the manner in which benefits were estimated during the budget preparation period and the Vision Budget system that was used.

**Number of Presidential Scholars:**

We are seeing that the number of Presidential Scholars that are living on campus, utilizing the Presidential Housing Stipend, is staying consistent around an average of 95. In the 2010-2011 Fiscal Year, we saw that there was an actual amount of 96 students, but we have dropped to 93 for the 2011-2012 Fiscal Year. Below is a summary of students who are on aid, scholarship, etc. for the 2011-2012 Fiscal Year:

<table>
<thead>
<tr>
<th>Funding Type</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Scholarship</td>
<td>93</td>
</tr>
<tr>
<td>Miscellaneous Institutional Funding</td>
<td>268</td>
</tr>
<tr>
<td>Private Scholarship to HRE</td>
<td>40</td>
</tr>
<tr>
<td>Third Party Funding</td>
<td>197</td>
</tr>
<tr>
<td>Financial Aid Transferred</td>
<td>328</td>
</tr>
<tr>
<td>Total</td>
<td>926</td>
</tr>
</tbody>
</table>

HRE celebrated its 10 year anniversary...

A staff and student leader reunion was held during Homecoming Week 2011
Cancellation Policy

To address the large number of people not fulfilling their academic year commitment, we instituted a new cancellation fee schedule for the 2011-2012 academic year. In order to better capture students for the entire year, we developed the following schedule to move from away from our flat $400 cancellation fee:

A starting cancellation fee of $1800 was arrived at by averaging all of the AY contracts (room only) as well as the rent for Apartments over nine months. That figure came to $3800. By going with $1800, we are able to say that we charging less than 50% of the average AY contract as a cancellation fee. This would also put us in about the middle of PAC 12 in terms of fees. The rate at which it declines each period is $125, which is about $8/day (a number that is a little bit less than figures used in two different PAC 12 schools).

This schedule also builds in a reward system for early notification if a student is cancelling at semester. This will help encourage them to stay until the end of the semester if they are coming in to cancel in early October or November, but will also help us fill those beds they vacate by having early notification.

We believed this proposal will help us retain students in room that will want to live in our community for the entire year instead of just a semester or a couple of months. The results are as follows:

As you can see in the graph, our total cancellations in the Fall Semester decreased from 437 (August through December) to 324 during the same time frame. Also, because of the incentive to contact our office earlier, we were able to capture many of the December cancellations months earlier (which allowed us to fill those spaces with people who remained on the waitlist or were new applicants for Spring Semester). One final piece that really helped with anticipating vacancies for Spring Semester was the implementation of a 30 notice rule if the student was leaving the university (what we call a withdrawal). While our total number of withdrawals did go up, we were
able to have more notice of people leaving because of this policy. Overall, as you can see in the graphs in the back of this document, our occupancy stayed at a much more consistent level than any previous year.

**Shoreline Changes**
Shoreline Ridge buildings 825, 826, and 829 were flipped from the apartment contract to the academic year contract beginning in May 2012. This leaves only Downtown Commons- 1st Avenue as our only apartment style (year round) contract remaining. This process included informing residents of the change, beginning to house Juniors and Seniors in those buildings, and changing the students’ contracts in StarRez.

**Staffing Changes**
We added an administrative Housing Assistant to our existing HA staff of 6 to help with a variety of administrative tasks to help free up our Housing Specialists to have office time to focus on their various projects. We believe this helped us better manage waitlists and room holds and ultimately increased our occupancy as well as provide better service

**Future Changes**
Our area will incorporate a few changes for this upcoming year that we feel will help increase the efficiency of our work and services offered to students.

**Central Office**
As part of our application process this past year, we divided the entire process into three sections. The first section is our demographic information and contract agreement that every student must fill out. The second portion is our Living Learning Application which is optional. The third section is our ‘search for and select a room’ piece. In the past it was somewhat confusing to effectively communicate with students about where to go in the portal as there was no clear delineation between areas. We found students had far less confusion when we communicated instructions to them. For this upcoming year, we are adding a 4th step to the application which we are calling a “Pre-Check-In.” We plan on send instructions out to students to complete this section beginning July 1. Our desired outcomes from this section are as follows:

- Verify they intend to still come to campus (in the past we have done a calling campaign for all of our students- this year we will only call those students who do not fill out the pre-check-in).
- Remind students to sign up for optional services if they have not already.
- Have students tell us when they plan to come to campus. We feel this will help us capture our early arrival requests in a more formal manner. It will also be easier to track and report these requests.

**Professional Development**
This past year we sent the Assistant Director for Resident Services and one Housing Specialist to the both the ACUHO-I Annual Convention in New Orleans and Business Conference in Orlando. We believe our continued connection with other colleagues in this area of work increases our ability to stay current.

The Assistant Director and both Housing Specialists attended all of the Student Affairs Diversity Council speaker series presentations to both increase knowledge and skills, but also connect with colleagues. The Assistant Director attended the PAC 12 Housing Directors meeting and the AIMHO conference.
Assessment

Summary of Assessment Results
Title of Assessment: Freshman and First Year Student Housing Study
Dates of Assessment: Post Census date each semester
Summary of Key Findings:
- Students that live on campus are more likely to return Fall to Spring as well as Fall to Fall.
- Students that live on campus have a higher GPA than their counter-parts

Actions Taken:
- Extend the analysis to students living within the variety of Living Learning communities to understand if there are variances between types of learning communities.

Title of Assessment: REC/AREC Training Evaluation 2011
Dates of Assessment: Close of training
Summary of Key Findings:
Overall, response was very positive that sessions met their goals of preparing staff, usually within responses of 80-90% of respondents stating they felt prepared after topics and topics were presented well. There were outliers, which when compared with feedback, give specific areas for each topic to improve on, but no overall large-scale changes are needed. Results forwarded with summary to the training committee. Committee will work on improving resources and handouts, as described below.

Actions Taken: Comments led to identifying manual/resources that should be improved, and that staff stated they received a lot of good information, but they won't truly feel prepared until they experience. Recommend that committee look at resources provided, especially emergency procedure manual, shelter training and programming resources based on comments of participants. It also may be beneficial to build in scenarios, role plays etc. that attempt to give hands-on experience prior to an actual scenario enacting. This theme of ‘mock’ role plays etc. came up in many areas, including conduct and emergency response.

Occupancy/StarRez comments indicated the need to actually navigate the program by participants, not just watch, and also that other functions, like reports and the other capabilities of the program were not clearly communicated.

LGBTQ Pride training feedback was that the presenter could do a better job of making participants feel comfortable speaking up, and listen more to what participants were saying when they did speak-up. Overwhelmingly the respondents stated the Res Ed Retreat was beneficial and participants commented most enthusiastically about it.

Response Rate: 60.0% (9 of 15)

Administration Type: StudentVoice email

Which Student Affairs goals does this program / project align with?
Provide education that ensures all staff is properly trained to provide professional and competent service. Utilize a coordinated assessment, evaluation and research approach to promote data driven decision-making.
Title of Assessment: Student Leader Training Feedback 2011

Dates of Assessment: Close of training

Summary of Key Findings:
Overall on each topic presented 90% or higher of student leaders responded felt comfortable or very comfortable in outcomes presented by training. Major trends were more comment-driven as opposed to respondents comfort level with the entire topic. Programming as a topic had the most students respond they were somewhat uncomfortable with the areas of door to door communication, programming forms and the programming model, but only 7.69% of respondents for those questions felt that. General themes listed below have been provided to the training committee to consider in planning for next year and are being used to make changes to the session outcomes, timing and structure throughout the year in preparation for next year’s training.

- Student leaders provided comments that training overall was too long-start to finish, and when session lengths were short and not timed well, it created a lot of awkward breaks.
- Student leaders would like to have interactive demonstrations where when explaining forms etc. they actually fill them out during the session, or for computer programs, are run through them while at a computer.
- The hosts felt training sessions as a group were not very inclusive of their group.
- More floor preparation time
- Returning student leaders felt the information repeated itself a lot of previous years and provided comments that information updates and refresher training could be provided online, or in a different way.
- Students largely commented on their favorite parts of training being Behind Closed Doors, social events/teambuilders, the Retreat and SafeZone training.
- Social Justice Advocates Agree or Strongly agree they felt comfortable in all areas specific to SJA staff
- RHA Training participants strongly agreed they felt comfortable in all areas specific to RHA.
- Scenario suggestions to improve behind closed doors sessions were given and forwarded on to the training committee.
- In-service training topics commented on to see this year mostly focus on safe zone, inclusion and social justice

Actions Taken:
Areas for in-service, or mid-year training sessions were forwarded on to the training committee. These topic suggestions have been implemented thus far in several social justice-oriented in-service trainings presented since September.

Response Rate: 65.2% (62 of 95)

Administration Type: StudentVoice email

Which Student Affairs goals does this program / project align with?
Provide education that ensures all staff is properly trained to provide professional and competent service. Utilize a coordinated assessment, evaluation and research approach to promote data driven decision-making. Promote diversity on campus through effective programming and active recruitment of staff and students.
Title of Assessment: Resident Feedback Survey 2011
Dates of Assessment: October 2011
Summary of Key Findings:
Although responses on most questions were consistent with previous year’s results, there were outliers and individual comments which were used to provide programmatic adjustments. Comments centered around the dissatisfaction with the current mail structure (which is inherently changing with a transition to HRE management of the Peterson Heritage Center), quality of food, physical atmosphere of the PHC and Crimson Corner selection. Longitudinal responses yielded that students were less aware of the staff on call number, more dissatisfied with the noise level in the halls, and felt programming around their interests happened less frequently. Yet responses increased around satisfaction in the PHC hours being extended, campus alert sign-ups, and students wishing to be contacted via text messaging.

Actions Taken:
Results of the survey were distributed to respective areas within Housing & Residential Education, and to campus partners whom we work with. Based on the information received, the Research living learning community has been expanded due to the number of students who reported they are involved in undergraduate research. The Peterson Heritage Center utilized the findings to justify a trial increase in operating hours to 24 hours per day. Comments on the atmosphere and facilities of the building led to an extensive renovation of the student lounge spaces. The findings on cell phone usage were used to support university funding of increased coverage in the new Donna Garff Marriott Honors Residential Scholars Community. Responses on RA performance were used in Spring semester evaluations. Dissatisfaction with food assisted in the ‘Pulse on Dining’ remodel of the Dining Hall. Comments about late night usage of the PHC, specifically the Crimson Corner have led to proposed changes by Dining Services to include the sale of hot beverages. Text messaging notifications to students is being investigated as a summer project.

Response Rate: 25.0% (603 of 2409)
Administration Type: Campus Labs email

Which Student Affairs goals does this program / project align with?
Utilize a coordinated assessment, evaluation and research approach to promote data driven decision-making. Promote diversity on campus through effective programming and active recruitment of staff and students. Promote the effective use of best practices in Student Affairs departments, programs and services.

Title of Assessment: Honors Research Survey
Dates of Assessment: October 2011
Summary of Key Findings:
This project was to investigate the future potential for living learning communities centered on Honors and Undergraduate Research. The goal was to determine if demand was present for more of these communities, and what programs/services students would be most interested in.

A majority of students are involved in research. Students report they would like to live with other students engaged in research. Students would participate in classes and activities centered around research.

A majority of students are satisfied with the honors Living and Learning experience as well as interested in living in the new Honors Housing Apartments.
Actions Taken:
Based on the responses that a majority of students are involved in research and would either live or consider living in a community with other students engaged in research, a new Living Learning Community was formed in Sage Point in conjunction with the office of undergraduate research.

Response Rate: 14.42% (511 of 3544)

Administration Type: StudentVoice email

Which Student Affairs goals does this program / project align with?
1.C. Promote experiential learning opportunities (e.g. career development, internships, mentoring programs and part-time employment).
1.D. Support leadership opportunities (e.g. community engagement, volunteerism, student organizations involvement and peer-to-peer mentoring).
6. Utilize a coordinated assessment, evaluation and research approach to promote data driven decision-making.
5. Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.
## Appendix

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<th>Page</th>
</tr>
</thead>
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<td>Student Affairs National &amp; Regional Presentations</td>
<td>60</td>
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<tr>
<td>Strategic Priorities</td>
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</tbody>
</table>
## Quarterly Occupancy Summary

### HRE Average Quarterly Occupancy

Information from the Occupancy Report

<table>
<thead>
<tr>
<th>2011 AY</th>
<th>Res Hall</th>
<th>Reserved</th>
<th>Total N</th>
<th>Apt</th>
<th>Reserved</th>
<th>Total N</th>
<th>Total Housing Occupancy</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/14/2011</td>
<td>100.6%</td>
<td>1638</td>
<td>1627</td>
<td>99.0%</td>
<td>721</td>
<td>723</td>
<td>2359</td>
<td>2350</td>
</tr>
<tr>
<td>11/30/2011</td>
<td>99.5%</td>
<td>1619</td>
<td>1627</td>
<td>100.0%</td>
<td>721</td>
<td>721</td>
<td>2340</td>
<td>2348</td>
</tr>
<tr>
<td>1/18/2012</td>
<td>97.0%</td>
<td>1578</td>
<td>1627</td>
<td>98.3%</td>
<td>707</td>
<td>719</td>
<td>2285</td>
<td>2246</td>
</tr>
<tr>
<td>3/7/2012</td>
<td>97.0%</td>
<td>1578</td>
<td>1627</td>
<td>96.9%</td>
<td>697</td>
<td>719</td>
<td>2275</td>
<td>2246</td>
</tr>
<tr>
<td>4/8/2010</td>
<td>96.4%</td>
<td>1588</td>
<td>1627</td>
<td>96.8%</td>
<td>700</td>
<td>723</td>
<td>2268</td>
<td>2350</td>
</tr>
<tr>
<td>Year Average</td>
<td>98.1%</td>
<td>1596.2</td>
<td>1627</td>
<td>98.4%</td>
<td>709.2</td>
<td>721</td>
<td>2305.4</td>
<td>2348</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2010 AY</th>
<th>Res Hall</th>
<th>Reserved</th>
<th>Total N</th>
<th>Apt</th>
<th>Reserved</th>
<th>Total N</th>
<th>Total Housing Occupancy</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/15/2010</td>
<td>99.5%</td>
<td>1629</td>
<td>1637</td>
<td>99.3%</td>
<td>710</td>
<td>715</td>
<td>2339</td>
<td>2352</td>
</tr>
<tr>
<td>11/24/2010</td>
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<td>1597</td>
<td>1637</td>
<td>98.3%</td>
<td>702</td>
<td>714</td>
<td>2299</td>
<td>2351</td>
</tr>
<tr>
<td>1/19/2011</td>
<td>95.2%</td>
<td>1556</td>
<td>1635</td>
<td>96.6%</td>
<td>690</td>
<td>714</td>
<td>2246</td>
<td>2349</td>
</tr>
<tr>
<td>3/2/2011</td>
<td>91.7%</td>
<td>1497</td>
<td>1633</td>
<td>94.0%</td>
<td>671</td>
<td>714</td>
<td>2168</td>
<td>2347</td>
</tr>
<tr>
<td>4/6/2011</td>
<td>92.0%</td>
<td>1502</td>
<td>1633</td>
<td>95.0%</td>
<td>678</td>
<td>714</td>
<td>2180</td>
<td>2347</td>
</tr>
<tr>
<td>Year Average</td>
<td>95.2%</td>
<td>1556.2</td>
<td>1635</td>
<td>96.6%</td>
<td>690.2</td>
<td>714.2</td>
<td>2246.4</td>
<td>2349.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2009 AY</th>
<th>Res Hall</th>
<th>Reserved</th>
<th>Total N</th>
<th>Apt</th>
<th>Reserved</th>
<th>Total N</th>
<th>Total Housing Occupancy</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/16/2009</td>
<td>96.2%</td>
<td>1582</td>
<td>1644</td>
<td>97.1%</td>
<td>672</td>
<td>692</td>
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<td>11/25/2009</td>
<td>92.9%</td>
<td>1527</td>
<td>1644</td>
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<td>649</td>
<td>692</td>
<td>2176</td>
<td>2336</td>
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<td>1394</td>
<td>1644</td>
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<td>652</td>
<td>695</td>
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<td>2339</td>
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<td>696</td>
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<td>655.4</td>
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Occupancy Comparison Chart

Fall Semester Occupancy Percentage (FA2008-Present)

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<th>9/7</th>
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<th>9/21</th>
<th>9/28</th>
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<th>10/12</th>
<th>10/19</th>
<th>10/26</th>
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<th>11/9</th>
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Spring Semester Occupancy Percentage (SP2009-Present)

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<td>94.0%</td>
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<td>92.5%</td>
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<td>83.3%</td>
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<td>90.4%</td>
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<td>89.4%</td>
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<td>89.1%</td>
<td>88.9%</td>
<td>88.8%</td>
</tr>
</tbody>
</table>
**Residential Parking**

**Zone Stickers 2011 AY**

- Freshman: 503
- Sophomore: 208
- Junior: 102
- Senior: 101
- Graduate: 43

**Percentage w/ Zone Stickers**

<table>
<thead>
<tr>
<th>Zone Stickers</th>
<th>Total Residents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1349</td>
<td>37%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>479</td>
<td>43%</td>
</tr>
<tr>
<td>Junior</td>
<td>240</td>
<td>43%</td>
</tr>
<tr>
<td>Senior</td>
<td>220</td>
<td>46%</td>
</tr>
<tr>
<td>Graduate</td>
<td>132</td>
<td>33%</td>
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## Wait List Analysis

### HRE Housing Wait List Analysis

#### Students who were not offered housing AND Did NOT attend the U

<table>
<thead>
<tr>
<th>Class</th>
<th>Total (+/- from 2010)</th>
<th>UT</th>
<th>UT SLC Valley</th>
<th>UT Outside SLC Valley</th>
<th>Out of State</th>
<th>Internatl</th>
<th>unknown</th>
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<tbody>
<tr>
<td>First Year Students</td>
<td>79 (+61)</td>
<td>33</td>
<td></td>
<td>34 (+29)</td>
<td>12 (+10)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Sophomores</td>
<td>28 (+25)</td>
<td>10</td>
<td>24 (+13)</td>
<td>15 (+14)</td>
<td>3 (+2)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Juniors</td>
<td>8 (+5)</td>
<td>4</td>
<td></td>
<td>3 (-1)</td>
<td>1 (+1)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Seniors</td>
<td>10 (+10)</td>
<td>1</td>
<td></td>
<td>1 (+1)</td>
<td>8 (+8)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>125 (+101)</strong></td>
<td><strong>2010</strong></td>
<td><strong>24</strong></td>
<td><strong>34 (+29)</strong></td>
<td><strong>12 (+10)</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

#### Students who were not housed and DID attend the U

<table>
<thead>
<tr>
<th>Class</th>
<th>Total (+/- from 2010)</th>
<th>UT</th>
<th>UT SLC Valley</th>
<th>UT Outside SLC Valley</th>
<th>Out of State</th>
<th>Internatl</th>
<th>unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Students</td>
<td>181 (+72)</td>
<td>163</td>
<td>256 (+129)</td>
<td>65 (+32)</td>
<td>17 (-7)</td>
<td>1 (-6)</td>
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<tr>
<td>Sophomores</td>
<td>146 (+78)</td>
<td>103</td>
<td></td>
<td></td>
<td>37 (+27)</td>
<td>6 (+3)</td>
<td>0</td>
</tr>
<tr>
<td>Juniors</td>
<td>56 (+28)</td>
<td>47</td>
<td></td>
<td></td>
<td>9 (+5)</td>
<td>0 (-5)</td>
<td>0</td>
</tr>
<tr>
<td>Seniors</td>
<td>24 (+2)</td>
<td>18</td>
<td></td>
<td></td>
<td>5 (+2)</td>
<td>1 (0)</td>
<td>0</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>407 (+180)</strong></td>
<td><strong>2010</strong></td>
<td><strong>227</strong></td>
<td><strong>65 (+32)</strong></td>
<td><strong>17 (-7)</strong></td>
<td><strong>1 (-6)</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

#### Additional Information

- **Total Number of students on the wait list that were not housed**: 532 (FA 2011), 251 (FA 2010), 133 (FA 2009)
- **Total Number of students housed off the wait list by Move-In day**: 829 (FA 2011), 567 (FA 2010), unknown (FA 2009)
- **Total Number of students who self removed during WL Clean Up 6.21.11**: 195 (FA 2011), unknown (FA 2010)
- **Total Number of students who self removed during WL Clean Up 8.21.11**: 191 (FA 2011), 147 (FA 2010), unknown (FA 2009)
- **Number of students housed from the wait list after Move-In day**: 1 (FA 2011), 29 (FA 2010), 22 (FA 2009)
- **Number of students active on the wait list after Move-In day**: 152 (FA 2011), 104 (FA 2010), unknown (FA 2009)
- **Number of FTF on the wait list after Move-In day**: unknown

### Date/number of peak of WL

| Date/number of peak of WL | 5/9: 587 | 8/2: 307 | unknown |
Wait List Data

**Total Offered Housing**

2011-2012 Academic Year Wait List

This graph shows the total number of applicants who were offered housing from the date they signed up on the wait list. All data is for those offered prior to the beginning of the 2011-2012 Academic Year housing contract.

**Offered Housing**

2011-2012 Academic Year Wait List

This graph shows the total number of applicants offered housing from the date they signed up on the wait list. All data is for those offered housing prior to the beginning of the 2011-2012 Academic Year housing contract (August 18, 2011).
Total Housed
2011-2012 Academic Year Wait List

This graph shows the total number of applicants who were offered housing AND and were housed from the date they signed up on the wait list. All data is for those offered and housed prior to the beginning of the 2011-2012 Academic Year housing contract (August 18, 2011).

Average Wait Time in Days from Wait List Sign-Up Date
2011-2012 Academic Year Wait List

(Histograms showing wait times for different categories from March to July)
Termination & Withdrawal Tracking

**Fall Contract "Terminations"**

<table>
<thead>
<tr>
<th>Month</th>
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<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>July</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>August - Pre Move-in</td>
<td>21</td>
<td>36</td>
</tr>
<tr>
<td>August - Post Move-in</td>
<td>13</td>
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<tr>
<td>September</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>October</td>
<td>17</td>
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<td>November</td>
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</tr>
<tr>
<td>December</td>
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</table>

**Fall Contract "Withdrawals"**

Withdrawals are defined as cancellations by residents who are NOT enrolled in classes for Spring 2012.

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<tr>
<th>Month</th>
<th>Fall 2011</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
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<td>June</td>
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<td>August - Post Move-in</td>
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<td>September</td>
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<td>October</td>
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<td>December</td>
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### Housing & Residential Education

**Room Holds for International & Housing Scholars, AY 2011-2012**

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**Housing & Residential Education**

**Athletic Scholarship Room Holds, AY 2011-2012**

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<th>Date</th>
<th>Men's Baseball</th>
<th>Men's Basketball</th>
<th>Men's Tennis</th>
<th>Men's Golf</th>
<th>Men's Football</th>
<th>Women's Volleyball</th>
<th>Women's Gymnastics</th>
<th>Women's Basketball</th>
<th>Women's Soccer</th>
<th>Women's Softball</th>
<th>Women's Tennis</th>
<th>Swimming and Diving</th>
<th>Track and Field</th>
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<td>16</td>
<td>3</td>
<td>7</td>
<td>24</td>
<td>5</td>
<td>12</td>
<td>2</td>
<td>11</td>
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<td>31</td>
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<tr>
<td>4/1/2011</td>
<td>10</td>
<td>16</td>
<td>3</td>
<td>7</td>
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<td>2</td>
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<td>10</td>
<td>3</td>
<td>31</td>
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<tr>
<td>5/1/2011</td>
<td>10</td>
<td>16</td>
<td>3</td>
<td>7</td>
<td>24</td>
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<td>11</td>
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<tr>
<td>6/1/2011</td>
<td>10</td>
<td>16</td>
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</tr>
<tr>
<td>7/1/2011</td>
<td>8</td>
<td>12</td>
<td>3</td>
<td>7</td>
<td>15</td>
<td>5</td>
<td>12</td>
<td>2</td>
<td>11</td>
<td>10</td>
<td>3</td>
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<td>6</td>
</tr>
<tr>
<td>7/15/2011</td>
<td>6</td>
<td>12</td>
<td>3</td>
<td>7</td>
<td>15</td>
<td>5</td>
<td>12</td>
<td>2</td>
<td>11</td>
<td>10</td>
<td>3</td>
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<td>6</td>
</tr>
<tr>
<td>8/1/2011</td>
<td>6</td>
<td>12</td>
<td>3</td>
<td>7</td>
<td>15</td>
<td>5</td>
<td>12</td>
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<td>11</td>
<td>10</td>
<td>3</td>
<td>31</td>
<td>6</td>
</tr>
<tr>
<td>8/15/2011</td>
<td>6</td>
<td>12</td>
<td>3</td>
<td>7</td>
<td>15</td>
<td>5</td>
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<td>10</td>
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<td>9/1/2011</td>
<td>6</td>
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<td>6</td>
</tr>
<tr>
<td>9/15/2011</td>
<td>6</td>
<td>12</td>
<td>3</td>
<td>7</td>
<td>15</td>
<td>5</td>
<td>12</td>
<td>2</td>
<td>11</td>
<td>10</td>
<td>3</td>
<td>31</td>
<td>6</td>
</tr>
</tbody>
</table>

Number of Room Holds

- 3/1/2011: 8, 16, 3, 7, 24, 5, 12, 2, 11, 10, 3, 31, 6
- 4/1/2011: 10, 16, 3, 7, 24, 5, 12, 2, 11, 10, 3, 31, 6
- 5/1/2011: 10, 16, 3, 7, 24, 5, 12, 2, 11, 10, 3, 31, 6
- 6/1/2011: 10, 16, 3, 7, 24, 5, 12, 2, 11, 10, 3, 31, 6
- 7/1/2011: 8, 12, 3, 7, 15, 5, 12, 2, 11, 10, 3, 31, 6
- 7/15/2011: 6, 12, 3, 7, 15, 5, 12, 2, 11, 10, 3, 31, 6
- 8/1/2011: 6, 12, 3, 7, 15, 5, 12, 2, 11, 10, 3, 31, 6
- 8/15/2011: 6, 12, 3, 7, 15, 5, 12, 2, 11, 10, 3, 31, 6
- 9/1/2011: 6, 12, 3, 7, 15, 5, 12, 2, 11, 10, 3, 31, 6
- 9/15/2011: 6, 12, 3, 7, 15, 5, 12, 2, 11, 10, 3, 31, 6
**Residents from the state of Utah: 30.2% (N= 730, (+23))**

<table>
<thead>
<tr>
<th>Top states</th>
<th>2011 % of out-of-state pop.</th>
<th>2011 count</th>
<th>2011 % of total pop.</th>
<th>2010 % of out-of-state pop.</th>
<th>Increase/decrease from 2010 to ’11</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>19.59%</td>
<td>143</td>
<td>5.91%</td>
<td>17.96%</td>
<td>+ 1.63%</td>
</tr>
<tr>
<td>Idaho</td>
<td>13.01%</td>
<td>95</td>
<td>3.93%</td>
<td>12.45%</td>
<td>+ .56%</td>
</tr>
<tr>
<td>Nevada</td>
<td>7.40%</td>
<td>54</td>
<td>2.23%</td>
<td>7.36%</td>
<td>+ .04%</td>
</tr>
</tbody>
</table>

*The Greater Salt Lake City Valley is defined as the diamond of Ogden to Park City to Draper to Magna. The wait list gives priority to out-of-state, international students, and students with a housing scholarship.*

**Residents from OUTSIDE the United States: 22.15% (N=536, (+35))**

<table>
<thead>
<tr>
<th>Top countries</th>
<th>2011 % of internatl. pop.</th>
<th>2011 count</th>
<th>2011 % of total pop.</th>
<th>2010 % of internatl. pop.</th>
<th>Increase/decrease from 2010 to ’11</th>
</tr>
</thead>
<tbody>
<tr>
<td>China (PRC)</td>
<td>37.13%</td>
<td>199</td>
<td>8.22%</td>
<td>35.73%</td>
<td>+ 1.40%</td>
</tr>
<tr>
<td>Korea, Republic of</td>
<td>20.34%</td>
<td>109</td>
<td>4.50%</td>
<td>19.36%</td>
<td>+ .98%</td>
</tr>
<tr>
<td>Japan</td>
<td>9.89%</td>
<td>53</td>
<td>2.19%</td>
<td>10.38%</td>
<td>- .49%</td>
</tr>
</tbody>
</table>

**Other data (+/- change from 2010)**

<table>
<thead>
<tr>
<th></th>
<th>694</th>
<th>28.67%</th>
<th>2.81</th>
<th>71</th>
<th>2.93%</th>
<th>2.30</th>
<th>75</th>
<th>3.10%</th>
<th>-.53</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>Undergraduate</td>
<td>Grad</td>
<td>Law</td>
<td>Medical</td>
<td>Non-Credit</td>
<td>53</td>
<td>2.19%</td>
<td>5 E11</td>
<td></td>
</tr>
<tr>
<td>Career</td>
<td>2235</td>
<td>(92.36%)</td>
<td>(4.96%)</td>
<td>(10.49%)</td>
<td>75</td>
<td>11.29%</td>
<td>(-.09%)</td>
<td>75 E11</td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>FR Class Standing</td>
<td>New FR</td>
<td>SO</td>
<td>JR</td>
<td>SR</td>
<td>1349</td>
<td>58.96%</td>
<td>(+3.02%)</td>
<td>2011</td>
</tr>
<tr>
<td>Breakdown</td>
<td>1140</td>
<td>(50%)</td>
<td>(50%)</td>
<td>(10.94%)</td>
<td>(10.62%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Gender**

|                | Female | 1162 | (48.01%) | -.99% | Male | 1255 | 51.86% | (+.86%) | Other | 3 | (.1%) | (-.1%) |

**US Citizen Ethnicity**

|                | American | 144 | 7.67% | (+.86%) | Asian | 223 | 8.36% | (+.70%) | Black | 55 | 2.93% | (-.18%) | Hispanic | 157 | 8.36% | (+.70%) | Native | 16 | .85% | (-.11%) | Other | 3 | (.2%) | (.04%) |

Not specified, Unknown, blank 26 | (139%) | (-118%)

|                | 409 | (21.71% | (+1.50%) |

Not specified, Unknown, blank 26 | (139%) | (-118%)

*Demographic data obtained after final occupancy count for Fall 2011. Data not for publishing.*
### Living Learning Outcomes Comparison

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate your level of agreement with the following statements:</td>
<td>4 pt scale</td>
<td>4 pt scale</td>
<td>4 pt scale</td>
<td>4 pt scale</td>
</tr>
<tr>
<td>Through living in the residence halls . . .: I have been able to meet many people and have developed a social group.</td>
<td>3.0</td>
<td>3.08</td>
<td>3.00</td>
<td>2.84</td>
</tr>
<tr>
<td>Through living in the residence halls . . .: I have learned to live cooperatively with others.</td>
<td>3.35</td>
<td>3.36</td>
<td>3.37</td>
<td>3.25</td>
</tr>
<tr>
<td>Through living in the residence halls . . .: I have accessed campus resources that help me be academically successful.</td>
<td>3.1</td>
<td>3.19</td>
<td>3.21</td>
<td>3.1</td>
</tr>
<tr>
<td>Through living in the residence halls...: I feel like I am getting the &quot;college experience&quot; that I anticipated.</td>
<td>3.07</td>
<td>3.15</td>
<td>3.17</td>
<td>3.02</td>
</tr>
</tbody>
</table>
### Housing & Residential Education
- GPA and Retention Cohort Comparison

#### AVERAGE CUM UOFU GPA by Housed vs Non-Housed Freshmen

<table>
<thead>
<tr>
<th>Cohort</th>
<th>1st Term Avg</th>
<th>1st Term StdDev</th>
<th>2nd Term Avg</th>
<th>2nd Term StdDev</th>
<th>3rd Term Avg</th>
<th>3rd Term StdDev</th>
<th>4th Term Avg</th>
<th>4th Term StdDev</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 FTF</td>
<td>2.7657</td>
<td>1.0673</td>
<td>2.8465</td>
<td>0.8848</td>
<td>2.9220</td>
<td>0.7581</td>
<td>2.9926</td>
<td>0.6556</td>
</tr>
<tr>
<td>2007 Housing FTF</td>
<td>3.0246</td>
<td>0.8954</td>
<td>3.0255</td>
<td>0.8004</td>
<td>3.1147</td>
<td>0.6320</td>
<td>3.1325</td>
<td>0.5936</td>
</tr>
<tr>
<td>2008 FTF</td>
<td>2.7635</td>
<td>1.0730</td>
<td>2.8640</td>
<td>0.8682</td>
<td>2.9316</td>
<td>0.7256</td>
<td>3.0171</td>
<td>0.6405</td>
</tr>
<tr>
<td>2008 Housing FTF</td>
<td>2.9252</td>
<td>0.9227</td>
<td>2.9421</td>
<td>0.8441</td>
<td>3.0179</td>
<td>0.6986</td>
<td>3.0762</td>
<td>0.6487</td>
</tr>
<tr>
<td>2009 FTF</td>
<td>2.7917</td>
<td>1.0342</td>
<td>2.8929</td>
<td>0.8444</td>
<td>2.9743</td>
<td>0.7285</td>
<td>2.8929</td>
<td>0.8444</td>
</tr>
<tr>
<td>2009 Housing FTF</td>
<td>3.0112</td>
<td>0.8883</td>
<td>2.9945</td>
<td>0.8149</td>
<td>3.0723</td>
<td>0.6618</td>
<td>2.9945</td>
<td>0.8149</td>
</tr>
<tr>
<td>2010 FTF</td>
<td>2.8331</td>
<td>1.0400</td>
<td>2.8796</td>
<td>0.8640</td>
<td>2.9182</td>
<td>0.7619</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010 Housing FTF</td>
<td>3.0475</td>
<td>0.9316</td>
<td>3.0595</td>
<td>0.8164</td>
<td>3.0995</td>
<td>0.7100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011 FTF</td>
<td>2.7763</td>
<td>1.0727</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2011 Housing FTF</td>
<td>3.1179</td>
<td>0.8770</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Average & Std Dev of Cum UOFU GPA calculated for only students retained during that term using "End of Term" Grades.
# RETENTION by Housed vs Non-Housed First Time Freshmen

(recalculated 2007 - 2011 using UNIDS of ALL HRE residents)

<table>
<thead>
<tr>
<th>Initial Cohort</th>
<th>1st to 2nd Term</th>
<th>Fall to Fall</th>
<th>Total N</th>
<th>% Housed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Time Freshmen:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 FTF\textsuperscript{A}</td>
<td>1778</td>
<td>1465</td>
<td>1147</td>
<td>2743</td>
</tr>
<tr>
<td>2007 Housing FTF</td>
<td>965</td>
<td>907</td>
<td>744</td>
<td>2643</td>
</tr>
<tr>
<td>2008 FTF\textsuperscript{B}</td>
<td>1634</td>
<td>1371</td>
<td>1077</td>
<td>2863</td>
</tr>
<tr>
<td>2008 Housing FTF</td>
<td>1009</td>
<td>939</td>
<td>784</td>
<td>2743</td>
</tr>
<tr>
<td>2009 FTF\textsuperscript{B}</td>
<td>1726</td>
<td>1456</td>
<td>1163</td>
<td>2867</td>
</tr>
<tr>
<td>2009 Housing FTF</td>
<td>1141</td>
<td>982</td>
<td>901</td>
<td>2743</td>
</tr>
<tr>
<td>2010 FTF\textsuperscript{B}</td>
<td>1950</td>
<td>1682</td>
<td>1330</td>
<td>3110</td>
</tr>
<tr>
<td>2010 Housing FTF</td>
<td>1160</td>
<td>1085</td>
<td>915</td>
<td>2643</td>
</tr>
<tr>
<td>2011 FTF\textsuperscript{B}</td>
<td>1971</td>
<td>1708</td>
<td>1240</td>
<td>3268</td>
</tr>
<tr>
<td>2011 Housing FTF</td>
<td>1297</td>
<td>1240</td>
<td>95.61%</td>
<td></td>
</tr>
</tbody>
</table>

---

**FOOTNOTES:**

\textsuperscript{A}Excludes Housing Freshmen

\textsuperscript{B}Excludes Housing FTF

\textsuperscript{C}Defined as "in attendance from 3rd Week Fall to 3rd Week Spring"

FTF defined: First Time (Fall) and First Time Summer

Freshmen defined: matriculated and non-matriculated students with Acadlevel of '01' or '02'

Values recalculated using matched from ALL HRE residents for FTF and FRESHMEN (May 2012, TF)
## Clery Report 2011

### 1/1/2011 to 12/31/2011

Numbers reflect residence hall incidents separate from those reported by UPD that occurred in the residence halls.

<table>
<thead>
<tr>
<th>Incident Type</th>
<th>Residence Hall (non-duplicated count)</th>
<th>UPD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Criminal Homicide - manslaughter by negligence</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Criminal Homicide - Murder and non-negligent manslaughter</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Burglary</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Weapon Law Violations</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Alcohol Law Violations</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Alcohol Law Referral</td>
<td>266</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Drug Referrals</td>
<td>97</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses- Forcible</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses- nonforcible</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hate Crimes</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
## Student Conduct Summary
### 2011-2012

<table>
<thead>
<tr>
<th>Bldg</th>
<th>Area</th>
<th>Quarterly Summary-September</th>
<th>FA 2011 Total</th>
<th>Quarterly Summary-March</th>
<th>SP 2012 Total</th>
<th>Academic Year Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>606-615</td>
<td>Officers Circle</td>
<td>10</td>
<td>21</td>
<td>11</td>
<td>15</td>
<td>36</td>
</tr>
<tr>
<td>802-804</td>
<td>Chapel Glen</td>
<td>40</td>
<td>92</td>
<td>58</td>
<td>76</td>
<td>168</td>
</tr>
<tr>
<td>806-807</td>
<td>Gateway Heights</td>
<td>25</td>
<td>51</td>
<td>35</td>
<td>43</td>
<td>94</td>
</tr>
<tr>
<td>810-814</td>
<td>Sage Point</td>
<td>51</td>
<td>143</td>
<td>77</td>
<td>117</td>
<td>260</td>
</tr>
<tr>
<td>815</td>
<td>PHC</td>
<td>7</td>
<td>19</td>
<td>9</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>820-822</td>
<td>Benchmark</td>
<td>20</td>
<td>52</td>
<td>29</td>
<td>34</td>
<td>86</td>
</tr>
<tr>
<td>825-830</td>
<td>Shoreline Ridge</td>
<td>25</td>
<td>54</td>
<td>26</td>
<td>43</td>
<td>97</td>
</tr>
<tr>
<td>3601-3602</td>
<td>Downtown 1 &amp; 2</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Guest House</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sageway Park</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>180</strong></td>
<td><strong>441</strong></td>
<td><strong>248</strong></td>
<td><strong>347</strong></td>
<td><strong>788</strong></td>
</tr>
</tbody>
</table>

*Increase in staff reporting incidents (including vandalism) utilizing online reporting system-Advocate.*
Staffing Changes

Supervisory Staff Changes
Katie Deak, Peterson Heritage Center Manager
Shannon Hagen, Events Coordinator
Jeremy Homolka, Residential Education Coordinator, Sage Point
Adam Richins, Facilities Manager

Assistant Residential Education Coordinators-Returning Staff (AREC)
Brett Meadors, Chapel Glen
Angela Hoffman, Marriott Honors Community
Taylor Duganne, Gateway Heights
Rob Phipps, Officers Circle
Whitney Harris, Social Justice

Assistant Residential Education Coordinators-New Staff
Portia Anderson, Sage Point
Kristi Preston, Shoreline Ridge
Tara Scroen, Benchmark
Adam Sibenaller, Sage Point

Non-Exempt Staffing Changes
Dave Cox, Accounting Specialist
Deb Casazza, Custodian
Clea Jolley, Custodian
Bettie Cisco, Custodian
Teresa Mata, Custodian
Alan Fotheringham, Custodian
Halima Mohamed, Custodian
Asha Yaha, Custodian
Abai Yusuf, Custodian
Ginger Harmon Hollwedel, Custodian
Bedha Sanyasi, Custodian
Jessica Batty, Program Assistant
Bryce Williams, Program Assistant
Jonathan Ruiz, Storekeeper
**Student Affairs Committee Memberships**

*Please indicate whether the committee is Student Affairs (SA), U of U, or another group/organization along with the committee name. If you have a leadership role on the committee, please indicate so in parentheses.*

<table>
<thead>
<tr>
<th>STAFF</th>
<th>COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jensen, Scott Jensen</td>
<td>Student Affairs Diversity Council (SA)</td>
</tr>
<tr>
<td></td>
<td>Diversity &amp; Social Justice Committee, Association of Intermountain Housing Officers</td>
</tr>
<tr>
<td>Kahr, Andrew</td>
<td>Student Affairs Sustainability Committee</td>
</tr>
<tr>
<td>Phipps, Rob</td>
<td>AIMHO College, Association of Intermountain Housing Officers</td>
</tr>
<tr>
<td>Hoffman, Angela</td>
<td>AIMHO Program Committee, Association of Intermountain Housing Officers</td>
</tr>
<tr>
<td>Remsburg, Barb</td>
<td>AIMHO Program Committee, Association of Intermountain Housing Officers (Co-chair)</td>
</tr>
<tr>
<td>Harris, Whitney</td>
<td>U of U- Reverend Dr. Martin Luther King, Jr. Celebration planning committee</td>
</tr>
<tr>
<td></td>
<td>U of U- Women’s Week Celebration planning committee</td>
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<tr>
<td></td>
<td>U of U- Days of Remembrance planning committee</td>
</tr>
</tbody>
</table>

**Student Affairs Awards & Recognition**

<table>
<thead>
<tr>
<th>Last name, First name</th>
<th>Award title, from Example Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phipps, Rob</td>
<td>Case Study Competition Winner, Association of Intermountain Housing Officers</td>
</tr>
<tr>
<td></td>
<td>March 2012- Regional Advisor of the Month, Intermountain Affiliate of College and University Residence Halls</td>
</tr>
<tr>
<td>Matsumura, Jenna</td>
<td>First Year Student Experience Award, National Association of College and University Residence Halls</td>
</tr>
<tr>
<td>Chen, Michael</td>
<td>Student of the Year, National Association of College and University Residence Halls</td>
</tr>
<tr>
<td>Hodges, Quentin</td>
<td>Silver Pin, Intermountain Affiliate of College and University Residence Halls</td>
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<tr>
<td></td>
<td>President of the Year, Intermountain Affiliate of College and University Residence Halls</td>
</tr>
<tr>
<td>Brittany Snyder</td>
<td>Resident Assistant of the Year, Intermountain Affiliate of College and University Residence Halls</td>
</tr>
<tr>
<td>Young, Taryn</td>
<td>Leadership Advancement Society Scholarship Recipient, Intermountain Affiliate of College and University Residence Halls</td>
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<tr>
<td></td>
<td>November 2011, Student of the Month, National Association of College and University Residence Halls</td>
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<tr>
<td>Residence Hall</td>
<td>August 2011, Spotlight of the Month, Intermountain Affiliate of College and University Residence Halls</td>
</tr>
<tr>
<td>Association Executive</td>
<td></td>
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<tr>
<td>Board</td>
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<tr>
<td>Category</td>
<td>Month</td>
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<tr>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td>Shoreline Ridge &amp; Benchmark Plaza Resident Advisors</td>
<td>June 2012</td>
</tr>
<tr>
<td>Shoreline Ridge &amp; Benchmark Plaza Resident Advisors</td>
<td>May 2012</td>
</tr>
<tr>
<td>NACURH Display Committee</td>
<td>May 2012</td>
</tr>
<tr>
<td>Sage Point &amp; Officers Circle Resident Advisors</td>
<td>May 2012</td>
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<tr>
<td>Gallegos, Emily</td>
<td>March 2012</td>
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<tr>
<td>Phipps, Rob</td>
<td>March 2012</td>
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<tr>
<td>Snyder, Brittany</td>
<td>March 2012</td>
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<tr>
<td>Deaks, Katie</td>
<td>April 2012</td>
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<tr>
<td>Maciel, San and Peterson, Mitch</td>
<td>January 2012</td>
</tr>
<tr>
<td>Meeker, Deleea</td>
<td>January 2012</td>
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<tr>
<td>Nielsen, Lindy</td>
<td>January 2012</td>
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<tr>
<td>Apartment Council</td>
<td>December 2011</td>
</tr>
<tr>
<td>Whetten, Wynchester</td>
<td>December 2011</td>
</tr>
<tr>
<td>Anderson, Analeigh and Roy, Ananya</td>
<td>December 2011</td>
</tr>
<tr>
<td>Espinoza, Elizabeth</td>
<td>December 2011</td>
</tr>
<tr>
<td>Salgado, Jocelyn</td>
<td>November 2011</td>
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</tbody>
</table>
**Student Affairs Presentations & Publications**


