Part 1: Key Activities

Key Activity 1: Occupancy Management

a. Goals
Manage the various aspects to recruitment, application, reservation, yield, and retention to maintain a high level of occupancy in the apartments and in the residence halls.

Manage the transition of Move-In and Closing events to support the organizational needs of HRE and the information and transition needs of residents.

i. Outcomes
1. 95% average Academic Year occupancy
2. Move toward 50% of the First Time Freshmen class residing on campus.
3. Students report that their information needs were met.
4. Within each department, functional areas are able to plan accordingly to support a smooth process.
5. The occupancy process would be managed to support not having more than 1% of the residential population “no-show”.

ii. Outcome status
1. During the 2014-2015 academic year, the average occupancy was 96.0%. This was up .01% from 2013-14.
2. On census date of Fall 2014, 47.8% of the First Time Freshmen lived on campus. This was up from 46.9% in 2013-2014.
3. For the Fall 2014 academic year, there were 10 “No-Show” residents, .36%.

iii. Key findings and actions taken
We continue to see a decrease in the wait list demand for housing. We see this to be relational to the increase in housing costs based on the rate model developed as part of the 2012 Housing Master Plan. We are
utilizing cancellation data to help guide rate and occupancy projections. In an effort to decrease the number of “No-Show” residents, HRE asked students to complete a fourth section of their application which requested their arrival date. An email was sent to all student, followed by a calling campaign. 81% of students completed Section 4.

HRE continues to focus on areas of improvement to improve the student experience, including an effort to reach out to students with vast interests and needs. Therefore, HRE has implemented a Room Buy-Out Policy that if space allows, will give the option to students the ability to buy-out an empty space in their living space at a reduced rate for the remainder of the semester. Students interested in this option will be able to focus on their academic endeavors and personal interests without the concern they could get a new roommate at any point in time. In addition, improvements were made to the Department’s Gender Inclusive Housing Procedures to improve communication and ensure all students are being provided a safe and positive living environment.

Moving forward, discussions regarding our marketing efforts will continue. Specifically, efforts to communication with faculty/staff around campus to increase the retention efforts will be a strong focus.

Resident Feedback Survey
94.13% of residents would recommend (59.36%) or recommend with reservations (34.77%) living on campus, with the cost of housing being the most frequently mentioned reason as a hesitation.

iv. Alignment with Student Affairs Strategic Plan / Student Affairs Learning Domains
1. Promote the effective use of best practices in Student Affairs departments, programs and services.
2. Promote diversity on campus through effective programming and active recruitment of staff and students.

The Housing & Residential Education Strategic Plan aligns the work in this area with the following strategy:
Provide Student Success opportunities through the recruitment and retention of students in both the residence halls and apartments, thus maintaining occupancy levels at or above budget.
v. **Relationship to the retention and/or graduation of students**

1. Students that live on campus are more successful in the classroom, have a higher retention rate and a higher graduation rate. This connection is not solely attributed to the Occupancy Management Key Activity. All functional areas within Housing & Residential Education focus on and support students in this effort.

   2014 Fall to Spring retention of residents was 95.1% to 86.2%.
   2013 Fall to 2014 Fall retention of residents was 81.5% vs 70.7%.
   2011 4-year graduation rate for residents vs. students was 23% vs 18%.
   2009 6-year graduation rate for residents vs. students was 54% vs 34%.

   In regards to success in the classroom, First Time Freshmen living on campus earned a 3.077 their first semester in comparison to the off-campus students who earned a 2.911. For the Spring 2015 semester, those on-campus earned a 3.051 while the off-campus students earned a 2.819.

b. **Utilization data**

   The HRE Quick Glance is the overview of who is living on campus. The Post Occupancy Fall Cancellations by type is a summary overview of who cancelled their housing, but remained a University of Utah student and who withdrew from the University of Utah and thus from living on campus. The Wait List Demand identifies who was on the wait list by classification, the average wait list demand and the peak demand.
### Quick Glance

**Fall 2014**

#### 2014 Total Residents: 2760
(2013 Total: 2774), (2012 Total: 2760)

Residents FROM the state of Utah: 50.62% (N= 1397, +100)
(2013: 46.8%), (2012: 44.1%), (2011: 47.5%), (2010: 49.0%), (2009: 51.9%)

<table>
<thead>
<tr>
<th>Top cities</th>
<th>2014 % of in-state pop.</th>
<th>2014 count</th>
<th>2014 % of total pop.</th>
<th>2013 % of total pop.</th>
<th>Increase/decrease from 2013 to 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Salt Lake City</td>
<td>19.90%</td>
<td>278</td>
<td>10.07%</td>
<td>9.12%</td>
<td>+0.95%</td>
</tr>
<tr>
<td>2 Sandy</td>
<td>10.16%</td>
<td>142</td>
<td>5.14%</td>
<td>4.25%</td>
<td>+0.89%</td>
</tr>
<tr>
<td>3 Park City</td>
<td>6.66%</td>
<td>93</td>
<td>3.37%</td>
<td>2.74%</td>
<td>+0.63%</td>
</tr>
<tr>
<td>Greater SLC Valley</td>
<td>71.01%</td>
<td>992</td>
<td>35.94%</td>
<td>33.13 %</td>
<td>+2.81%</td>
</tr>
</tbody>
</table>

*The Greater Salt Lake City Valley is defined as the diamond of Ogden to Park City to Draper to Magna.*

Residents from OUTSIDE the state of Utah: 35.00% (N= 966, +28)

46 states represented

<table>
<thead>
<tr>
<th>Top states</th>
<th>2014 % of out-of-state pop.</th>
<th>2014 count</th>
<th>2014 % of total pop.</th>
<th>2013 % of total pop.</th>
<th>Increase/decrease from 2013 to 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 California</td>
<td>26.60%</td>
<td>257</td>
<td>9.31%</td>
<td>8.51%</td>
<td>+0.80%</td>
</tr>
<tr>
<td>2 Idaho</td>
<td>13.15%</td>
<td>127</td>
<td>4.60%</td>
<td>4.76%</td>
<td>-0.16%</td>
</tr>
<tr>
<td>3 Nevada</td>
<td>7.56%</td>
<td>73</td>
<td>2.64%</td>
<td>2.02%</td>
<td>+0.62%</td>
</tr>
</tbody>
</table>

Residents from OUTSIDE the United States: 14.38% (N=397, -142)

57 countries represented

<table>
<thead>
<tr>
<th>Top countries</th>
<th>2014 % of internatl. pop</th>
<th>2014 count</th>
<th>2014 % of total pop.</th>
<th>2013 % of total pop.</th>
<th>Increase/decrease from 2013 to 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Brazil</td>
<td>21.66%</td>
<td>86</td>
<td>3.12%</td>
<td>1.08%</td>
<td>+2.03%</td>
</tr>
<tr>
<td>2 China</td>
<td>20.40%</td>
<td>81</td>
<td>2.93%</td>
<td>5.12%</td>
<td>-2.18%</td>
</tr>
<tr>
<td>3 Korea</td>
<td>19.40%</td>
<td>77</td>
<td>2.79%</td>
<td>3.46%</td>
<td>-0.67%</td>
</tr>
</tbody>
</table>

**Other data** (count change, % of population change)

<table>
<thead>
<tr>
<th>Honors</th>
<th>672 (-41, -1.36%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (average)</td>
<td>19.24 years old</td>
</tr>
<tr>
<td>ELI</td>
<td>78 (-5, -0.20%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career</th>
<th>Undergrad 96.56% (2665 (-5, +0.31%))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad 1.09% (30 (-10, -0.36%))</td>
<td></td>
</tr>
<tr>
<td>Law 0.00% (0 (-1, -0.04%))</td>
<td></td>
</tr>
<tr>
<td>Medical 0.00% (0 (-1, -0.04%))</td>
<td></td>
</tr>
<tr>
<td>Non-Credit 2.36% (75 (+3, +0.12%))</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate Breakdown</th>
<th>New FTF 1510 47.82% of the incoming class live on campus (+46, +96%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 52.91% (1410 (-154, -5.67%))</td>
<td></td>
</tr>
<tr>
<td>SO 20.71% (552 (+35, +1.35%))</td>
<td></td>
</tr>
<tr>
<td>JR 12.08% (322 (-33, -1.21%))</td>
<td></td>
</tr>
<tr>
<td>SR 14.30% (381 (+85, +3.21%))</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Top 3 Majors</th>
<th>Undeclared 515 18.66%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Business 200 7.25%</td>
<td></td>
</tr>
<tr>
<td>Pre-Computer Science 136 4.93%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Female 1310 47.46%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male 1450 52.54% (+62, +2.50%)</td>
<td></td>
</tr>
<tr>
<td>Other 0 0.00% (-5, -0.18 %)</td>
<td></td>
</tr>
</tbody>
</table>
**Continuing Residents**
862 31.23% (undergraduate residents from the SP who moved in for FA) (-7, -0.09%)

**Student Athletes**
144 5.22% (+23, +0.86%)

### US Citizen Ethnicity/Race

<table>
<thead>
<tr>
<th>US Citizen Ethnicity/Race</th>
<th>American Indian/Alaskan Native</th>
<th>Asian</th>
<th>Asian/Pacific Islander</th>
<th>Black/African American</th>
<th>Hispanic, Latino, Central American, South American Mexican, Chicano</th>
<th>Native Hawaiian/Other Pacific Islander</th>
<th>Other</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38 1.61%</td>
<td>240</td>
<td>2 0.08%</td>
<td>74 3.13%</td>
<td>250 10.58%</td>
<td>28 1.18%</td>
<td>0</td>
<td>1704</td>
</tr>
<tr>
<td></td>
<td>(-4, -0.27%)</td>
<td>(+17, +0.18%)</td>
<td>(+0, -0.005%)</td>
<td>(+13, +0.40%)</td>
<td>(+41, +1.23%)</td>
<td>(+5, +0.16%)</td>
<td>(-2, -0.09%)</td>
<td>(+56, +1.62%)</td>
</tr>
<tr>
<td><strong>Not specified, Unknown, blank</strong></td>
<td>27 (1.14%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(+2, +0.02%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Underrepresented Students Housed:** 632
(26.75% of Domestic/US Population)
(+70, +1.60%)

*Demographic data obtained after final occupancy count for Fall 2014. Data not for publishing.
**Self reported data drawn from Peoplesoft and from StarRez Housing Management system.

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**Post-Occupancy Fall Cancellations by Type**

- **Post Occupancy Terminations (Enrolled)**
- **Post Occupancy Withdrawals (Not Enrolled)**
- **All Post Occupancy Cancellations**

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*Postdata!*

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**THE UNIVERSITY OF UTAH**

Housing & Residential Education

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09/29/14
**Wait List Demand**

Students who attended the U but were not housed

### 2010
- Freshman: 109
- Sophomore: 68
- Junior: 28
- Senior: 22
- Total Wait List: 251
- Total Wait List Attended and not Housed: 238
- Wait List Average: 238
- Wait List Peak: 307

### 2011
- Freshman: 181
- Sophomore: 146
- Junior: 56
- Senior: 24
- Total Wait List: 532
- Total Wait List Attended and not Housed: 467
- Wait List Average: 497
- Wait List Peak: 587

### 2012
- Freshman: 98
- Sophomore: 103
- Junior: 43
- Senior: 24
- Total Wait List: 308
- Total Wait List Attended and not Housed: 395
- Wait List Average: 497
- Wait List Peak: 497

### 2013
- Freshman: 37
- Sophomore: 90
- Junior: 25
- Senior: 10
- Total Wait List: 162
- Total Wait List Attended and not Housed: 275
- Wait List Average: 487
- Wait List Peak: 487

### 2014
- Freshman: 37
- Sophomore: 73
- Junior: 46
- Senior: 43
- Total Wait List: 199
- Total Wait List Attended and not Housed: 236
- Wait List Average: 599
- Wait List Peak: 599

---

**Resident Retention in Comparison to Cohort**

<table>
<thead>
<tr>
<th>Year</th>
<th>First Year RESIDENTS 1st to 2nd Term</th>
<th>First Year Students 1st to 2nd Term</th>
<th>First Year RESIDENTS Fall to Fall</th>
<th>First Year Students Fall to Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>92.20%</td>
<td>84.36%</td>
<td>78.97%</td>
<td>67.38%</td>
</tr>
<tr>
<td>2010</td>
<td>93.53%</td>
<td>86.26%</td>
<td>78.88%</td>
<td>68.21%</td>
</tr>
<tr>
<td>2011</td>
<td>95.61%</td>
<td>86.66%</td>
<td>81.03%</td>
<td>67.78%</td>
</tr>
<tr>
<td>2012</td>
<td>94.79%</td>
<td>82.39%</td>
<td>77.72%</td>
<td>62.43%</td>
</tr>
<tr>
<td>2013</td>
<td>95.08%</td>
<td>86.27%</td>
<td>81.49%</td>
<td>70.72%</td>
</tr>
<tr>
<td>2014</td>
<td>93.96%</td>
<td>84.98%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key Activity 2: Budget Management

a. Goals
Progress to and maintain a fiscally sound department.

i. Outcomes
1. The Balance Sheet will show that HRE is meeting the rate model outcomes.
2. A low level of uncollectable receivables, less than .60%.
3. Decrease University subsidy and pay for 100% of Renewal and Replacement Projects.
4. Move to a return rate of 1.57%.
5. Manage and Review of Student 9900 Funds will show that funds are not over budget projections.

ii. Outcome Status
1. At the end of fiscal year 2015, the rate model expectation was to return $1,593,800 to the bond. The 2015 return to the bond expectation was met with $1,714,263 returned.
2. The 2014/2015 percent of uncollectable receivables was 0.48%
3. The structure has been changed and we are getting a total subsidy of $412,500 and Renewal and Replacement is based on a 10-year average.

4. The rate model return rate expectation was met at 1.19%, which was up from 1.09% for fiscal year 2014.

5. The 9900 funds came in at budget.

iii. **Key Findings and Actions Taken**

   Through our annual Resident Feedback Survey, we utilize the following feedback to guide our services:

   1. When I interact with Housing’s accounting staff, I interact with courteous staff members who are knowledgeable about my account and address my questions and concerns efficiently.
      a. 92% Strongly agree or Agree
      b. 8% Strongly disagree or Disagree
      Action Taken: We continue to look at best practices related to customer service.

   2. Being able to pay for my housing and/or meal plan on a monthly basis is important to me.
      a. 84% Strongly agree or Agree
      b. 16% Strongly disagree or Disagree
      Action Taken: This information is shared with campus partners in conversations about conjoining tuition and housing costs. We continue to work with students on payment options to meet their needs.

   3. How do you pay for your housing bill?
      a. 19% pay for all or a portion myself
      b. 44% all or a portion is paid for by a parent or someone on your behalf
      c. 10% all or a portion is paid for by a private scholarship
      d. 24% all or a portion is paid through financial aid grants, loans, and/or scholarships,
      e. 3% Other
      Action Taken: We support students by working with Financial Aid to transfer excess aid to their Housing & Residential Education account when aid is dispersed.
The end of year close financial summary is below. This summary provides an overview of the major categories of revenue and expenses for the department.

**End of year close and Financial Executive Summary:**

Below is the financial table from the 4902 Fund Summary for June 2015.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Service</td>
<td>7,286,000</td>
<td>7,534,000</td>
<td>7,504,000</td>
<td>31,000</td>
</tr>
<tr>
<td>Residence Halls Rent</td>
<td>7,545,000</td>
<td>7,943,000</td>
<td>8,078,000</td>
<td>(135,000)</td>
</tr>
<tr>
<td>Apartment Revenue</td>
<td>5,981,000</td>
<td>6,797,000</td>
<td>6,873,000</td>
<td>(76,000)</td>
</tr>
<tr>
<td>Bond Subsidy</td>
<td>1,553,000</td>
<td>1,558,000</td>
<td>1,550,000</td>
<td>8,000</td>
</tr>
<tr>
<td>Other</td>
<td>3,662,000</td>
<td>3,459,000</td>
<td>3,408,000</td>
<td>51,000</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>26,027,000</td>
<td>27,291,000</td>
<td>27,413,000</td>
<td>(122,000)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>3,998,000</td>
<td>4,044,000</td>
<td>4,209,000</td>
<td>165,000</td>
</tr>
<tr>
<td>Meal Plan Expense</td>
<td>6,247,000</td>
<td>6,535,000</td>
<td>6,499,000</td>
<td>(36,000)</td>
</tr>
<tr>
<td>Telephones</td>
<td>945,000</td>
<td>932,000</td>
<td>970,000</td>
<td>38,000</td>
</tr>
<tr>
<td>Utilities</td>
<td>1,404,000</td>
<td>1,333,000</td>
<td>1,441,000</td>
<td>108,000</td>
</tr>
<tr>
<td>Debt Payment</td>
<td>8,893,000</td>
<td>8,991,000</td>
<td>8,904,000</td>
<td>(87,000)</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>3,732,000</td>
<td>3,742,000</td>
<td>3,799,000</td>
<td>57,000</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>25,219,000</td>
<td>25,577,000</td>
<td>25,822,000</td>
<td>245,000</td>
</tr>
</tbody>
</table>

|                      | 808,000              | 1,714,000            | 1,591,000            | 123,000                                             |
| Renewal and Replacement | 981,000            | 1,890,000            | 2,544,000            | 654,000                                             |

|                      | (173,000)            | (176,000)            | (953,000)            | 777,000                                             |

**iv. Alignment with Student Affairs Strategic Plan / Student Affairs Learning Domains**

1. Promote the effective use of best practices in Student Affairs departments, programs and services.
2. Promote diversity on campus through effective programming and active recruitment of staff and students.
1. Relationship to the retention and/or graduation of students
   Through helping students manage their accounts with Housing & Residential Education we minimize the likelihood of accounts being sent to collections and reducing the impact of collections and financial holds being placed on accounts. In addition, through billing students on a monthly basis we are able to support students and any financial supporters by leveling the payments in order to make the on-campus living experience more attainable.

2. Utilization data
   Below is a summary of students who are on aid, scholarship, etc. for the 2014-2015 Fiscal Year:

<table>
<thead>
<tr>
<th>Funding Type</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional – Presidential</td>
<td>112</td>
</tr>
<tr>
<td>Miscellaneous Institutional Funding</td>
<td>376</td>
</tr>
<tr>
<td>Third Party Funding</td>
<td>175</td>
</tr>
<tr>
<td>Financial Aid Transferred</td>
<td>896</td>
</tr>
<tr>
<td>Total</td>
<td>1,559</td>
</tr>
</tbody>
</table>
## Presidential Scholarship Report

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total Amount</th>
<th>Total awarded</th>
<th>Heritage Commons</th>
<th>Marriott Honors Community</th>
<th>Downtown Commons 1</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Residence hall double room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009/10</td>
<td>$ 280,655</td>
<td>89</td>
<td>$3,160</td>
<td>89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010/11</td>
<td>$ 290,958</td>
<td>90</td>
<td>$3,234</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>$ 303,416</td>
<td>89</td>
<td>$3,416</td>
<td>89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012/13</td>
<td>$ 427,290</td>
<td>101</td>
<td>$3,719</td>
<td>58</td>
<td>$4,995</td>
<td>41</td>
</tr>
<tr>
<td>2013/14</td>
<td>$ 444,237</td>
<td>98</td>
<td>$4,017</td>
<td>52</td>
<td>$5,176</td>
<td>45</td>
</tr>
<tr>
<td>2014/15</td>
<td>$ 529,763</td>
<td>107</td>
<td>$4,338</td>
<td>55</td>
<td>$5,681</td>
<td>51</td>
</tr>
</tbody>
</table>

**In order to properly account for numbers, we have taken the total paid divided by Academic Year Cost to get full number of scholars**

## Amount of History Debt Owed to HRE by Fiscal Year

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>$58,675.00</td>
</tr>
<tr>
<td>2012</td>
<td>$24,763.00</td>
</tr>
<tr>
<td>2013</td>
<td>$66,502.00</td>
</tr>
<tr>
<td>2014</td>
<td>$74,011.00</td>
</tr>
<tr>
<td>2015</td>
<td>$84,171.00</td>
</tr>
</tbody>
</table>

**Dollar Amount**

<table>
<thead>
<tr>
<th>Dollar Amount</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$10,000.00</td>
<td></td>
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<tr>
<td>$20,000.00</td>
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<tr>
<td>$30,000.00</td>
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<td>$40,000.00</td>
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<td>$50,000.00</td>
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<tr>
<td>$60,000.00</td>
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<tr>
<td>$70,000.00</td>
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<tr>
<td>$80,000.00</td>
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</tr>
<tr>
<td>$90,000.00</td>
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<td></td>
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<tr>
<td>$100,000.00</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Housing & Residential Education Write-Offs

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>FY Write Off Budget</th>
<th>FY Write Off Actuals</th>
<th>Rental Revenue Billed</th>
<th>Percentage of Revenue Written Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>62,486.04</td>
<td>36,297.81</td>
<td>9,318,198.50</td>
<td>0.39%</td>
</tr>
<tr>
<td>2012</td>
<td>94,357.68</td>
<td>39,051.92</td>
<td>10,017,857.16</td>
<td>0.39%</td>
</tr>
<tr>
<td>2013</td>
<td>61,749.00</td>
<td>56,009.93</td>
<td>12,660,191.61</td>
<td>0.44%</td>
</tr>
<tr>
<td>2014</td>
<td>64,110.00</td>
<td>65,425.18</td>
<td>13,526,691.50</td>
<td>0.48%</td>
</tr>
<tr>
<td>2015</td>
<td>94,184.88</td>
<td>67,042.25</td>
<td>14,740,341.50</td>
<td>0.45%</td>
</tr>
</tbody>
</table>

Amount received from Collections by Fiscal Year

<table>
<thead>
<tr>
<th>Dollar Amounts</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 to $10,000</td>
<td>$29,003</td>
<td>$49,992</td>
<td>$36,865</td>
<td>$35,890</td>
<td>$38,237.00</td>
</tr>
<tr>
<td>$10,000 to $20,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>$20,000 to $30,000</td>
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<tr>
<td>$30,000 to $40,000</td>
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<td>$40,000 to $50,000</td>
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<td></td>
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<tr>
<td>$50,000 to $60,000</td>
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</tr>
</tbody>
</table>
Key Activity 3: Resident Education

a. Goals
Through utilizing the SA Learning Domains, provide opportunities to residents to engage as learners.

1. Outcomes
   1. Community Development Models for Resident Advisors, Social Justice Advocates, and Late Night Programmers will use the Learning Domains as a framework.
   2. Residential Education student leaders will engage in developing at least one initiative per month.
   3. Maintain a consistent, fair, educational conduct process for students charged with alleged policy violations through affording students due process and utilizing educational sanctions for students found responsible for conduct violations.

ii. Outcome Results
   1. A Program Summary Report will be used to ensure the programs are being developed. Attendance will also be taken at events and recorded.
   2. Program/Initiative tracking was completed by the student leader's supervisor during their weekly meetings.
   3. An annual review of policies and student conduct matrix will be completed.
   4. Tracking of student conduct incidents will be done of assigned and completed sanctions through Advocate.

iii. Key Actions and Findings
   1. The Community Development Models are being engaged for the current year. A summary of annual programs was tracked.
   2. Student conduct sanctions were tracked through Advocate.

iv. Alignment with Student Affairs Strategic Plan and/or Student Affairs Learning Domains
   1. Develops students as a whole through the cultivation and enrichment of the body, mind, and spirit.
   2. Promotes the effective use of best practices in Student Affairs departments, programs, and services.

v. Relationship to the retention and graduation of students
   1. Affording students the chance to learn from mistakes by providing educational opportunities assists students in developing strong
b. Utilization Data

Late Night Programming (LNP)
Late Night Programming completed its fourth year with 43 programs. We had roughly 5000 people total in attendance at these programs with most having between 40-900 people at them. We continued some events from the previous years that were seen as successful and wanted by the residents. These included the Homecoming Kickoff Carnival, Football Viewing Parties, Casino Night, game nights, Relaxation Night, etc. As a new initiative, the Programming Assistant staff started a Late Night Breakfast following each Crimson Night from the UPC. These breakfasts had the highest attendance of all programming, of up to 900 individuals. The staff plans on continuing these in future years as traditional events.

<table>
<thead>
<tr>
<th>Attendance for the Year</th>
<th>Number of Programs</th>
<th>Program Expenses</th>
<th>Avg cost per person per event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>5,170</td>
<td>48</td>
<td>$25,850</td>
</tr>
<tr>
<td>2012-13</td>
<td>3,958</td>
<td>37</td>
<td>$16,700</td>
</tr>
<tr>
<td>2013-14</td>
<td>4,963</td>
<td>43</td>
<td>$16,027</td>
</tr>
<tr>
<td>2014-15</td>
<td>4,250</td>
<td>30</td>
<td>$14,140</td>
</tr>
</tbody>
</table>

Key Activity 4: Facility Management

a. Goals
Maintain the facilities in a manner that supports student community, safety, and lengthens the useful life of the building and equipment.

   ii. Outcomes
   1. Support student community through the prioritization of facilities activities and daily tasks.
   2. Support student safety as the #1 priority in all facilities directives.
   3. Lengthen the useful life of buildings and equipment to support an educational learning/living experience for all occupants.
   4. Constantly strive to increase sustainability at the levels of finance, people, and environment

   iii. Outcome Results
   1. HRE has taken steps to increase maintenance staffing from 51% to 65% of the APPA Level 2 Standard by creating and funding one more
mechanic position. This will allow HRE staff to better fulfill more maintenance needs and increase the level of service that students receive.

2. The facilities audit forecasted spending has been flattened to be more manageable. R&R activities related to the audit successfully ramped up this year to include complete interior finishes in buildings 827 and 810, as well as carpet replacement in all common areas of Shoreline Ridge and 30 bedrooms in Chapel Glen. Ongoing bathroom rehab throughout Chapel Glen and Gateway Heights and counter tops and plumbing fixtures in Benchmark and Shoreline Ridge.

3. HRE has adopted and implemented a program to meet APPA Level 2 standards regarding facilities conditions. Regular training for Residential Education staff and facilities staff is underway, and facilities conditions have visibly improved within living spaces.

4. The HRE maintenance area has created an initiative to certify all maintenance staff as Certified Building Operators Level-1 (BOC-1) through the Northwest Energy Efficiency Council. Two of nine staff members recently earned this distinction, and funding is in place to continue this initiative through FY15/16.

5. The volume of recycled material captured by the single-stream recycling program fell by 40.5% compared to the previous fiscal year. The cause of this drop is unknown, but Facilities is monitoring pickups monthly and has partnered with Ace Disposal to ensure the accuracy of the data which Ace provides the HRE each month.

6. Through two Replacement and Renewal projects involving all ten Officers Circle houses and building 827 in Shoreline Ridge apartments, HRE Facilities used energy efficient appliances in replacing 33 stoves, 33 refrigerators, 23 dishwashers, and 23 range hoods.

iv. Key Findings and Actions Taken

1. HRE Facilities has identified the need for a more capable maintenance management system, and the selection process is in the final stages.

2. Facilities is recommending increased levels of R&R funding to reduce the current level of deferred maintenance. A new maintenance management system will be a key tool in predicting and prioritizing R&R resource allocations most effectively.

v. Alignment with Student Affairs Strategic Plan and/or Learning Domains

1. Promotes the effective use of best practices in Student Affairs departments, programs, and services.
vi. **Relationship to the retention and/or graduation of students**
HRE facilities directly impact the students’ ability to study, build relationships, and learn by providing a comfortable and safe environment and by minimizing distractions and reducing the frequency and overall need to request service to one’s space.

b. **Utilization Data**

![Graph: 2014-15 Work Requests by Shop and Totals per Month]

- **i.** Monthly average custodial work requests have dropped an average of 4.4 requests (8.5%) per month compared to the prior year.
- **ii.** Monthly average maintenance work requests have dropped an average of 65.5 requests (10.5%) per month compared to the prior year.
- **iii.** Overall, work requests have dropped by an average 70 requests (10.8%) per month compared to the year prior.
- **iv.** This trend indicates the Facilities Department’s efforts to increase the quality of HRE facilities has been successful, as occupants are finding fewer items which require service.
Key Activity 5: Emergency Management and Crisis Response

a. Goals
Through a campaign for Campus Alert sign-ups, all residents living in HRE will receive information about Campus Alert and the number of students signed up will increase.

Live Simulations will be held with staff each semester to prepare for an actual event.

At least once per semester, active response training or education about “what to do” in situations will take place.

Staff will be trained to respond to situations according to their role within the department. The types of situations that staff will be trained to address include personal matter, facility matters, policy issues, and health related matters.

Department CARE meetings will be held to identify and create a follow up plan for students who may be a threat to themselves, to others, or who need follow up support in order to be successful in their community.

1. Outcomes
   1. All students will receive an email about Campus Alert. Additional marketing will be targeted using a variety of methods (i.e. tabling, posters, rounds, social media, etc.).
   2. Staff will be better prepared to attend to resident and campus needs in the event of an incident.
   3. Staff will be exposed to Incident Command Structure as well as active personal care in an incident.
   4. Supervisors use a variety of tools to understand the competence in staff responding to situations. These include job shadowing, role plays, demonstrations of skill, case studies, etc.
   5. Students in need will work to be identified, tracked, and connected to appropriate campus resources.

ii. Outcome Results
   1. The Campus Alert system was changed from opt-in system to a opt-out system. The result was 2,139 residents (87.2%) were signed up for the Campus Alert system.
   2. For the live simulations, Operation Vigilant Guard simulation was held in conjunction with the Utah National Guard. The exercise was conducted over two days an included setting up a check-in area, medical tents, food tents, supplies tents, short term housing tents, and an effective perimeter.
3. Active preparation of emergency backpacks continued as well as Operation Vigilant Guard provided hands on experience in November temperatures.

4. For the staff preparedness training, fire extinguisher training was held in October 2014, Operation Vigilant Guard in November 2015, Active Shooter training was held in April 2015, and “What would you Do” training was held in June 2015.

5. The “Area Duty Log”, communication logs, CARE log, and Advocate reports detail actions taken by staff to address issues that arise. The Emergency Procedures manual provides the framework for various staff roles in responding to situations.

6. Students are tracked on the CARE Report and potentially transitioned to the campus BIT.

### Key Findings and Actions

#### iv. Alignment with Student Affairs Strategic Plan and/or Learning Domains

2. Provide education that ensures all staff is properly training to provide professional and competent service.

3. Promotes the effective use of best practices in Student Affairs departments, programs and services.

#### v. Relationship to the retention and/or graduation of students

1. Students need to feel safe in their surroundings, which includes receiving communication about events that may impact their safety on campus.

2. Staff has an expectation to be able to respond in a manner that supports students in crisis situations.

3. Students who we become aware of that may need additional support for their well-being or for the well-being of the community are part of the CARE process.

### Key Activity 6: Utilize a coordinated assessment, evaluation and research approach to promote data driven decision-making

#### a. Goals

We seek to gather and utilize data in decision making and strategic planning.

#### i. Outcomes

1. We will be able to tie budget requests, program changes, and policy/procedure reviews to information sources.

2. The Resident Satisfaction Survey will be cross-referenced to better understand variances in experiences by resident populations.
ii. **Outcome Results**

1. The department one-time funding requests and operational budget project requests were linked to key activities and to the department strategic plan.

2. The Resident Satisfaction Survey is a population survey. In looking at the demographics of who completed the survey and comparing them against the all resident demographics, the breakdown is shows below.

<table>
<thead>
<tr>
<th>Demographic</th>
<th>RSS Participants</th>
<th>Overall HRE Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State</td>
<td>63.14%</td>
<td>65.00%</td>
</tr>
<tr>
<td>Outside the State of Utah</td>
<td>36.86%</td>
<td>35.00%</td>
</tr>
<tr>
<td>First-Time Freshmen</td>
<td>52.80%</td>
<td>47.82%</td>
</tr>
<tr>
<td>Female</td>
<td>55.67%</td>
<td>47.46%</td>
</tr>
<tr>
<td>Male</td>
<td>41.40%</td>
<td>52.54%</td>
</tr>
<tr>
<td>Other</td>
<td>1.40%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

The data has been cross-tabbed by population. After analysis of the information, statistical significance was found in a few areas. Based on that information, an end of the year survey was distributed to under-represented populations. The review of that survey is being completed.

iii. **Key Findings and Actions**

1. | Question                                                                 | Strong Agree or Agree |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>My RA/CM has made an effort to get to know me as an individual.</td>
<td>83.59%</td>
</tr>
<tr>
<td>My RA/CM makes me feel comfortable, safe, and like a valued member in the community.</td>
<td>93.15%</td>
</tr>
<tr>
<td>My RA/CM encourages me to get involved on my floor and/or in my house/building and on campus.</td>
<td>85.46%</td>
</tr>
<tr>
<td>I am satisfied with the current academic environment in my community (general study conditions, resident attitudes, academically-oriented programs).</td>
<td>92.63%</td>
</tr>
</tbody>
</table>
I have been able to meet many people and have developed a social group. 72.85%

I have accessed campus resources that have helped me academically. 78.9%

In addition, 94.23% stated they visit the PHC weekly, with the majority (71.72%) going daily.

Action Taken: The information was shared with the Residential Education staff by area/building. In a desire to more closely center student learning in all of our student interactions and programmatic strategies, Residential Education staff have started to focus on advancing four core goals. These goals are focused on helping us meet our educational priority of developing thriving community members who are responsibly engaged in creating inclusive environments of success. The goals, derived directly from the University of Utah’s mission and a variety of Student Affairs guiding documents, focus on collegiate success, a culture of belonging, personal development, and civic engagement. During the 2015-2016 academic year, Residential Education staff will focus directly on developing and implementing strategies to meet the learning outcomes associated with our collegiate success and culture of belonging goals utilizing recommendations as defined by ACPA’s Residential Curriculum Institute.

2. RSS Data was also used to examine the overall reservation process. A specific question was asked regarding how the reservation process could be improved. The top three responses provided were:

<table>
<thead>
<tr>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information provided about the process prior to the application opened in February.</td>
<td>14.13%</td>
</tr>
<tr>
<td>Instructions on how to apply for housing.</td>
<td>12.15%</td>
</tr>
<tr>
<td>Instructions on how to select a roommate</td>
<td>12.42</td>
</tr>
</tbody>
</table>

In addition, only 60.49% of respondents stated the roommate tool was useful.

Action Taken: HRE will be closely examining how information is shared prior to the opening of the application process. In addition, “How-to"
videos are being created on how to apply for housing, including the “Select a Roommate” tool for the 2016-2017 application.

i. **Alignment with Student Affairs Strategic Plan and/or Learning Domains**
   1. Utilize a coordinated assessment, evaluation and research approach to promote data driven decision-making.
   2. Promote the effective use of best practices in Student Affairs departments, programs and services.

ii. **Relationship to the retention and/or graduation of students**
   Through assessment efforts, we are better able to utilize student feedback in making plans in the future. The resident feedback is critical to advancing programs and initiatives.

b. **Utilization Data**
   i. The Resident Feedback Survey had a 37.14% response rate, down 2.83% from the previous year (39.97%).

**Key Activity 7: Dining Management**

a. **Goals**
   Develop product offerings at locations that meet the needs of residents.
   Resident experiences within the dining facilities will include quality food, engaging staff, a clean environment, and reasonable hours of service.

i. **Outcomes**
   1. Feedback received via the Resident Satisfaction Survey will be utilized to fine tune themes and food offerings.
   2. Survey results will continue to increase in satisfaction and new components will be benchmarked.

ii. **Outcome Status**
   1. The meal plans were adjusted to center on flex dollars in order to create greater flexibility in the locations where students could eat on campus.
   2. Students requested more “fresh, quality” food. A pizza oven was identified to help support these facets of dining.
iii. **Key Findings and Actions Taken**
A new pizza oven opened in September 2014, 58% of residents were satisfied with it. A recyclable To-Go container program was satisfactory to 55% of residents. The Crimson Corner changes to bring more convenient foods were satisfactory to 60% of residents.

The MHC Honors Market had a satisfaction rate of 41% with the BONMi area of the Market receiving a satisfaction rating of 26% (of note, 46% responded NA).

*Overall, each dining question had at least 20% respond as neither satisfied nor dissatisfied.*

In regards to hours of service, 68% of residents are satisfied with weekday hours and 51% are satisfied with weekend hours. 84% of students were satisfied with the friendliness of the PHC Dining Room staff and 79% were satisfied with its cleanliness.

For the 2015 Resident Satisfaction Survey, we will explore in more depth the gap in regards to weekend hours of service.

iv. **Alignment with Student Affairs Strategic Plan and/or Learning Domains**
1. Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.
2. Promote the effective use of best practices in Student Affairs departments, programs and services.

v. **Relationship to the retention and/or graduation of students**
Residents have access to one of their basic needs, food. The social framework of food is a contributing factor in the residential community.

b. **Utilization Data**
In regards to meal plan popularity, 30% of students selected the Block 150 plan, 10% selected block 40, 16% selected plan 21, 12% selected plan 18, 18% of students selected the 15 meals per week plan, 14% selected plan 10.

The percent of students who were not required to be on a meal plan but opted to select a plan was 373, which was +4.30% different from 2013-2014.
Key Activity 8: Provide, maintain and utilize technology to enhance student services, assessment and communication

a. Goals
We seek to utilize the most efficient technology to deliver service that meets the needs of our student demands. This includes moving most of our services to an electronic interface, providing students with secure access to meet their technology needs.

We provide, maintain and utilize technology to enhance student services, assessment and communication.

i. Outcomes
1. HRE will maintain a four year computer/hardware rotation and rollover plan.
2. Students will identify that the access meets their needs.

ii. Outcome Results
1. Conversations continue to take place with UIT to develop short term and long range plans for strong wireless network support.

iii. Key Findings and Actions Taken
Resident Satisfaction Survey:
How satisfied are you with the wireless internet service in your building.
44% of residents strongly agree or agree
42% of residents strongly disagree or disagree

Actions Taken: HRE partnered with UIT to install additional APs throughout Heritage Commons. This included the addition of 893 APs in nearly every other room throughout each building. HRE will continue to monitor feedback from the students regarding wireless needs and is coordinating with UIT to better address the needs in Officers Circle and the Peterson Heritage Center.

vi. Alignment with Student Affairs Strategic Plan and/or Learning Domain
1. Provide, maintain and utilize technology to enhance student services, assessment and communication.
2. Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.
vii. **Relationship to the retention and/or graduation of students**
Residents need to be able to access and utilize technology to meet their academic requirements, especially as students continue to bring additional devices to campus.

b. **Utilization Data**
The UIT department has information in regards to wireless usage in the buildings and the drops experienced within each building. The HRE IT Manager is working to coordinate a process that would share that information between both entities to ensure the best response time to student needs.

**Key Activity 9: Broaden partnerships / connections across campus to enhance co-curricular programming through Living Learning Communities**

a. **Goals**
Each Living Learning Community partner will assist in identifying key aspects of their program that makes their Living Learning Community unique.

i. **Outcomes**
1. By identifying key aspects of each Living Learning Community and partner we will be better positioned to develop strategic partnerships to benefit Living Learning Community residents.

ii. **Outcome Results**
1. The website has been advanced to showcase the differences in community experiences.
2. Agreement letters have been created for each community to inform residents of the expectations for that community.

iii. **Key Findings and Actions Taken**
1. According to OBIA, across all Living Learning Communities, in 2014 there were 659 residents living within a Living Learning Community. In 2013, the Fall-to-Fall retention rate for LLC students was 84.4%. As a comparison non-LLC residents retained at a rate of 81.2%. For 2014, Fall-to-Spring retention of LLC residents was 96.5% compared to 94.3% for non-LLC residents
2. According to OBIA, among the same groups, the Fall semester GPA of those living within a Living Learning Community was 3.39 in Fall
iv. Alignment with Student Affairs Strategic Plan and/or Learning Domains
1. Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.
2. Promote the effective use of best practices in Student Affairs departments, programs and services.

v. Relationship to the retention and/or graduation of students
Student interaction with faculty, LLCs connected with courses for credit completing general education requirements (Block U), and progression to completion of Honors degree.

b. Utilization Data
We have information regarding the number of residents in Living Learning communities, but we do not have additional cross-tab data.

Key Activity 10: Staff Development & Training

a. Goals
We seek to provide a unique training program within all function areas and within all staff groups.

We seek to provide the opportunity for staff take advantage of the following:
1) Participation in campus events, speakers, and programs
2) Human Resource certificate programs
3) Professional organization membership, involvement, and conference attendance
4) Department and campus committee membership

Supervisors will be able to increase their exposure to other supervisors on campus as well as common issues associated with supervising.

Staff will be introduced to the HRE professional development framework based on the ACUHO-I Core Competencies.

Staff will support student interest and exploration of a career in Student Affairs.
We seek to create staff members who are knowledgeable about departmental and campus policies, procedures, and general campus information. We also want to have a staff team that demonstrates excellent customer service.

### ii. Outcomes

1. Through monthly all-permanent staff team meetings, staff will be able to connect across functional areas, to increase knowledge, and to provide a training ground.

2. All staff will be trained in key areas on an annual basis: Sexual Harassment/Sexual Assault, Mental Health Issues/Gatekeeper training, Active Shooter/Concealed Weapons Policy, Social Justice/Diversity Awareness.

3. Permanent Staff will develop a Professional Development plan.

4. All supervisors will engage in the Management Essentials certificate program in Human Resources.

5. Supervisor trainings will take place in the department at least once each semester.

6. Residential Education will engage a monthly professional development series around the ACUHO-I Core Competencies.

7. Residential Education staff will identify and track individuals who are exploring Student Affairs. Opportunities for dialogue will be created, to include a SA panel dinner in October, and ACUHO-I Stars College application exposure in spring 2015.

8. Our customers (students, campus partners, and outside constituents) will see both a high value and excellent delivery in the services provided.

### iii. Outcome Results

1. Monthly all-permanent staff team meetings have taken place, other than in the month of August each year.


3. The professional development plan tool has been administered. All staff have a professional development tool on file with their supervisor.

4. Eleven (11) of Twenty-Two (22) Supervisors have engaged the Management Essentials Training (4 of the 11 have completed the certificate).

5. Supervisor training sessions took place in January & May of 2015.
Housing & Residential Education

6. Residential Education engaged in a monthly professional development series.
7. Individuals interested in a career in Student Affairs were invited to a panel, a dinner, and were connected with current staff for 1:1 conversations.

iv. Key Findings and Actions Taken

v. Alignment with Student Affairs Strategic Plan and/or Learning Domains
   1. Provide education that ensures all staff is properly trained to provide professional and competent service.
   2. Recruit and retain highly qualified staff.

vi. Relationship to retention and/or graduation of students
   1. Staff that trained to meet the demands of their position and also trained to understand the population we serve in the housing environment will have a more holistic view of our mission to serve students.
   2. Student Leaders will become more connected to their future career goals and gain mentorship in working toward graduation.

b. Utilization Data

Trainings were tracked via Jonathan Exton and supervisors. All earned certificates were kept within the department and professional development plans are tracked on an ongoing basis by supervisors and permanent staff.

Key Activity 11: Diversity Awareness and Social Justice Education

a. Goals
   Through attending department and campus workshops, staff will be exposed to and continue to learn about a variety of social justice topics. Staff will increase their self-awareness and awareness of the greater community environment.

   Through Antidiscrimination Response Training, Residential Education staff will be able respond to incidents through active witnessing and appropriate responses.

   Through Summer Training on facilitation, mediation, and conflict, Residential Education staff will be able to respond to incidents of conflict and begin to dissect the root problem.
The skill of mediation will allow participants to have a mediator who can listen to both sides and assist individuals in conflict to come to a mutually beneficial result.

Through training on identifying identity-based discrimination in the staff recruitment and selection process, staff will be able to expand our recruitment reach, avoid illegal questioning during the interview process, and proactively market to a variety of candidates.

Student leaders will be trained to promote diversity awareness and social justice in their various communities and work locations.

Through attendance at monthly social justice in-services and regular staff meetings, staff and student leaders will maintain ongoing dialogue around social justice.

i. Outcomes
   1. Supervisors will attend at least 5 SADC workshops each year.
   2. Staff will report that they advanced their learning through participation in a permanent staff team training which will be done annually.
   3. 100% of Residence Education staff (grad level and above) trained in Antidiscrimination Response.
   4. Trained staff members assist students in conflict to find resolution.
   5. Positions will be posted across a broad spectrum of platforms. Staff will understand illegal questions and the rationale behind why they are illegal. We will include information and testimonials in marketing from a variety of identity groups.
   6. Student Leaders will be able to define Social Justice, Student Leaders will be able to connect their positional responsibilities to the goals and process of Social Justice, Student Leaders will have increased understanding of their own identities, Student Leaders will understand the concepts of Privilege and Oppression, Student Leaders will be able to recognized biased incidents and act to intervene or to respond per protocol.
   7. Social Justice Advocates will complete the three Student Affairs Diversity Council modules and have a greater understanding of campus resources. Social Justice Advocates will develop nomenclature and activities for facilitating Social Justice programming.
   8. Residential Education staff will develop monthly in services on Social Justice and also engage a formal conversation at staff meetings on a monthly basis.
ii. Outcome Results
   1. The tracking of supervisor attendance is done through the sign-in sheet reports at the workshops. This information is integrated into the staff member's performance review. 58% of supervisors attended at least 5 workshops for fiscal year 2014-15.
   2. Residential Education staff were trained in Antidiscrimination Response by Irene Ota from the College of Social Work. In addition, 5 individuals were trained and certified to become training facilitators in Antidiscrimination Response.
   3. Student Leaders have begun their training which will be ongoing throughout the year.
   4. The Social Justice Advocates completed the Student Affairs Diversity Council modules and have developed and are implementing a plan for resident engagement.
   5. Conversations at staff meetings and in services are in place.

iii. Key Actions and Findings
   1. The Resident Satisfaction Survey from Fall 2014 has been cross-tabbed by several populations. This survey analysis will help to better understand the resident view of climate within the residence halls.

iv. Alignment with Student Affairs Strategic Plan and/or Learning Domains
   1. Provide education that ensures all staff is properly trained to provide professional and competent service.
   2. Promote diversity on campus through effective programming and active recruitment of staff and students.
   3. Recruit and retain highly qualified staff.

v. Relationship to retention and/or graduation of students
   1. Staff can approach students with mediation skills so that students gain conflict management skills leading to retention by allowing them to focus on academics.
   2. Staff who can respond to incidents of bias help to improve campus climate. A more inclusive campus climate equals a higher retention for students holding non-dominant identities.
   3. Staff who can create inclusive interviewing environments will help to promote the success of a more diverse candidate pool which may result in hiring more diverse candidates. This will allow our students to have a more diverse number of staff with whom to identify.
b. Utilization data
This information is being gathered during this fiscal year.

Key Activity 12: Diversity Awareness and Social Justice Education-Residents

a. Goals
Through attending SJ 101 attendees will increase community ownership of social justice and commitment to equity. Students will have the opportunity to learn about and have self-expression concerning topics of Social Justice

Through the Social Justice Advocate and the RA Community Development Model, social justice programs will be developed on a regular basis for each individual community as well as the larger residential community.

i. Outcomes
1. Participants will be able to demonstrate understanding for an identity not their own, students will be able to share from their own experience concerning their identity, and participants will deepen their commitment to Social Justice in their communities.
2. RAs will hold programs linking to social justice at least 1x per semester. In addition, social justice walks will be completed twice per semester in each community with AREC or an RA present.

ii. Outcome Results
1. Four Social Justice 101 workshops were completed during the fiscal year.
2. The Social Justice Advocates also completed monthly programming and passive education about diversity, inclusion, and social justice.
3. RA supervisors are working with RAs to develop and track Social Justice programming within their communities.

iii. Key Findings and Actions Taken
2. For all Social Justice Advocate Programs, there was an average attendance of 32.375 individuals.
iv. Alignment with Student Affairs Strategic Plan and/or Learning Domains
   1. Promote diversity on campus through effective programming and active recruitment of staff and students

v. Relationship to retention and/or graduation of students
   1. Through validation of identify at the U students will increase commitment to inclusive spaces and feel valued at the U.
   2. Expanding the amount of students who program about social justice demonstrates a wider commitment to the topic thereby improving campus climate and allowing for our diverse student body to feel welcomed and supported at higher levels.

b. Utilization Data

The following were the Social Justice Advocate programs for the 2015 fiscal year. Tracking of the RA programs within the area of Social Justice is not readily available due to the lack of a centralized tracking mechanism.

Did That Just Happen?: Micro-Aggressions & College Life (27 August) – This event gave students an opportunity to meet the Social Justice Advocates and to identify and explore the concept of micro-aggression and how to respond.

SJ Film Series – “Do the Right Thing” (2 September) – The Social Justice Advocates showed the Spike Lee film “Do the Right Thing” and led a discussion about racism in society following the screening.

Undocumented (19 September) – This event drew attention to the issues facing undocumented individuals within the United States and the University of Utah community.

SJA Film Series – “How to Survive a Plague” (8 October) – The Social Justice Advocates showed the HIV and AIDS documentary “How to Survive a Plague.” They then led a discussion about how power, privilege, and oppression impact life and death in society.

Let’s Talk about Love – Sexual Assault and Sexual Health (29 October) – The Social Justice Advocates worked with the Center for Student Wellness to engage residents in understanding the impact of sexual assault, how to be a bystander, and how to define and to make healthy sexual choices.

Silenced by Salience – The School to Prison Pipeline (11 November) – This event focused on understanding the pipelines that lead to higher education or to
prison, and how race and ethnicity often impact allocation of resources and investment from society.

*SJA Film Series – “Reel Injun”* (17 November) – The Social Justice Advocates screened the film “Reel Injun” and led a discussion about the portrayal of Native Americans in film and the impact of media portrayals among the population.

#Darlivesmatter (4 December) – In response to the national conversation on race following several high-profile killings of African American men by law enforcement and the Twitter campaign #BlackLivesMatter, the Social Justice Advocates provided a space for students to express their personal feelings regarding the national attention on these issues. They also were able to discuss experiences they’ve had at the University of Utah and within Salt Lake City.

*MLK Week Celebration Discussion* (22 January) – Student were invited to discuss the speakers who had been on campus for the MLK Week Celebration.

*(Invis)ability: Mental Health & Disability* (18 February) – The Social Justice Advocates invited speakers to lead a discussion on the impact of mental health and ability among college students. Particular attention was paid to the hidden nature of mental health issues and how to respond to friends, neighbors, and even yourself when facing them.

*Nurturing Relationships & Gender Development* (11 March) – This event brought in speakers to talk about the socialization of gender and to encourage students to think beyond the gender binary.

*Meritocracy in Salt Lake City* (22 April) – This event incorporated a presentation and discussion about the belief in meritocracy and the dynamics around identity that undermine it.

*South Asian Sensation* (1 May) – This event allowed students to engage with community service following the devastating 2015 Nepal Earthquake.

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**Key Activity 13: Staff Recruitment, Selection, and Retention**

a. **Goals**

We strive to recruit a highly skilled applicant pool that meets the needs of, and reflects the diversity of, those we seek to serve.

We strive to engage and retain high performing staff members.
Provide recognition and incentives to staff members who perform above expected levels.

Through attending TPE our staff will recruit a robust, national pool of applicants suited to live out our values and work toward our mission.

Residential Education: Through attending OPE our staff will recruit a robust, and broader regional pool of graduate applicants for the ELP program who are academically minded, have a commitment to social justice work, and hold past housing experience.

Through our recruitment and marketing plan for student leader positions, students and offices at the U of U will have increased opportunity to learn about Student Leader positions, and engage with the HRE application process.

Student Leaders: Through the planning process of recruitment and selection, greater involvement of student voices will be included thereby serving our student body more directly and offering increased leadership opportunities.

i. Outcomes

1. Conduct national searches for professional positions and utilize the HR job posting diversity package for all permanent positions.
2. Maintain position descriptions that focus on specific expectations, specific benefits (including the market value of retirement and health benefits).
3. Through the onboarding year, staff will have developed connections with campus and community resources. This will include connections with a variety of professionals who may come to serve as a mentor. Give particular focus to campus and community resources for under-represented staff.
4. Through the utilization of a staff Engagement and Team survey, the Management Team will be able to identify areas of strength and areas for team improvement.
5. Staff will submit Of The Month award nominations to recognize students, staff, and partners.
6. All supervisors are asked to complete a nomination for the End of the Year Golden Swoops awards.
7. Staff members will work together to submit nominations for Student Affairs awards on campus, within the region, and nationally.
8. Full time position applicant numbers will increase as well as regions represented. Candidates will speak to values and our mission in their interviews.
9. OPE applicant numbers will increase as well as regions represented. Based on candidates who provided academic data, candidates will hold an average GPA of 3.0 or higher and have housing experience.

10. Key identified departments will receive information about Student Leader positions, individualized outreach will occur among underrepresented student groups, and marketing will occur both in person, and in virtual spaces.

11. Student(s) will be a part of the HRE Student Leader recruitment and selection process at an increased level including having attendance at various collateral planning meetings.

ii. Outcome Results

1. Request for Personnel forms will identify the recruitment plan for each position posted. HRE has engaged in paying the additional amounts to post positions on the Diversity related sites as identified through Human Resources. All positions were posted utilizing the HR diversity package in fiscal year 2014-15.

2. Position descriptions are on file and updated annually as part of the performance review process.

3. Onboarding plans have been developed at a high level for all staff. Each functional area is coordinating a deeper onboarding plan for staff within their areas. A new department onboarding & welcoming committee will be instituted in fiscal year 2015-16.

4. A Management Team Gap Analysis was conducted and reviewed by the team.

5. This past year there 6 fewer Of the Month awards submitted compared to the previous year. This is a 1.9% decrease.

6. Supervisors engaged their staff to widen the breadth of individuals that were nominated for awards associated with Golden Swoops.

7. Full-time recruitment and OPE applicant numbers and regions were tracked and will be compared with next year’s data to gauge increases or decreases.

8. Marketing efforts for Student Leader recruitment increased this year and additional marketing materials were distributed across campus.

9. Student Leaders were able to participate in the Student Leader Recruitment Team to assist in SL recruitment and marketing efforts at a higher level.
iii. **Key Findings and Actions Taken**
1. The Student Leaders within the Administrative Services functional area streamlined the process to match that of all other Student Leaders within the Department. This included adjusting the timeline for both the application process and training to ensure a more seamless transition for all leaders. In addition, the application was available both online and in paper to increase the number of applicants.
2. A Policy and Procedure has been developed to strengthen the understanding, expectation, and to support the transition of knowledge during times of transition.

iv. **Alignment with Student Affairs Strategic Plan and/or Learning Domains**
1. Promote diversity on campus through effective programming and active recruitment of staff and students.
2. Recruit and retain highly qualified staff.

v. **Relationship to retention and/or graduation of students**
1. Staff who can create inclusive interviewing environments will help to promote the success of a more diverse candidate pool which may result in hiring more diverse candidates. This will allow our students to have a more diverse number of staff with whom to identify.

b. **Utilization Data**
   Data will be available for the next fiscal year report.

   Graduate student recruitment: 74 total applicants, 54 total interviews, 17 total states represented among candidates

   Individual outreach was sent to over 100+ candidates.
II. Plan for the Future

a. Anticipated Challenges

Debt Service Payment Increase: The debt payment for the Heritage Commons facilities was consolidated. A new debt payment structure has been put into place. An agreement on the ending year of this debt payment will need to be resolved.

Renewal & Replace 10 year average: The recent facilities audit has identified current deferred maintenance issues as well as future operational and capital project needs for residence halls. Currently HRE is not able to save reserves in order to pay for future expenses. The ability to engage the funds needed in order to advance these critical projects is important to maintain the life and functioning of the buildings.

Elasticity and demand in the market: HRE is rebuilding the housing demand after 3 years of 8% rental rates increases and the loss of a significant international program partnership. The increase in local housing available along TRAX lines is a reality that will be addressed through benefit-focused marketing.

b. Anticipated Opportunities

Engaged learning: The continued focus on engaged learning is an opportunity to create new partnerships around Learning and Theme Community options and other connections with Academic Affairs.

Strategic Enrollment Management plan: The development of the larger Strategic Enrollment Management profile for the campus will be an opportunity to advance our strategic planning.

Focus on First Year students living on campus: The renewed focus on striving to house a higher percentage of First Year students will be an opportunity and a challenge. The financial impact on the students, timeline, and construction will all be taken into account. Potential policy changes may also need to be made.

c. Grants or Contracts

A contract or agreement will be established with the Lassonde Institute in regards to the management of Lassonde Studios.
d. Gifts/New Revenue

   No new gifts or revenue are expected.

III. Staff Excellence

a. Professionalism

   This area is one of Housing & Residential Education’s Key Activities. Details regarding the efforts in this area can be reviewed in Key activity #10: Staff Development and Training.

b. Recruitment and Retention of highly qualified staff

   Housing & Residential Education has a wide variety of positions on staff. This also means there are a variety of recruitment needs within the department. We work closely with Human Resources to determine the appropriate place to advertise positions beyond the University’s job board. Most of these sites come at a cost, which we have built into the budget.

   Please see Key Activity 10: Staff Development and Training as well as Key Activity 13: Staff Recruitment, Retention, and Selection for more in depth goals and outcomes.

HRE Staff and Student Leaders

<table>
<thead>
<tr>
<th>HRE Department Positions</th>
<th></th>
<th></th>
<th></th>
<th>Temporary Summer Staff (2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Time Staff</td>
<td>Part Time Staff</td>
<td>Graduate Assistants</td>
<td>Total Student Leader Positions*</td>
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<tr>
<td></td>
<td>54</td>
<td>12</td>
<td>9</td>
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*HRE Student Position Breakdown

<table>
<thead>
<tr>
<th>Resident Advisor</th>
<th>Programming Assistant</th>
<th>Social Justice Advocate</th>
<th>Residence Hall Association</th>
<th>Desk Assistant</th>
<th>Housing Ambassador</th>
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<tbody>
<tr>
<td>72</td>
<td>5</td>
<td>5</td>
<td>12</td>
<td>45</td>
<td>9</td>
</tr>
</tbody>
</table>

Diversity

In line with the University and Student Affairs’ commitment to diversity, HRE is also committed to recruiting a diverse pool of candidates for each job opening. We utilize a list of job boards provided by HR to select the best option for the type of search we are conducting. We aim to use at least one diversity-focused site for all full-time positions that become available.
The most common fee-based job boards we use that include a diversity focus are:

HigherEdJobs.com – Affirmative Action email blast
Monster.com
CareerBuilder.com

Our Facilities team has also developed relationships with HR and local agencies that work with refugees. We have had success in finding candidates by attending workshops that are aimed at providing real job searching experience to individuals who would benefit from that exposure.

**Full-Time Staff Recruitment Process**
For all searches there is some level of search committee and process. For all full-time positions, a committee chair as well as several committee members is assigned to carry out the search process.

As part of the recruitment process we also determine if a national (placement exchange/onsite interview setting) or local search is most appropriate. In general our Management Team and Residential Education searches are done on a national level. Searches for positions at the national level might utilize additional job boards if deemed necessary. These job boards include:
- HigherEdJobs.com
- NASPA/The Placement Exchange
- Chronicle of Higher Education
- OshKosh Placement Exchange
- APPA

Most positions fall into the following job categories with and labeled as a national or local search:
- Associate and Assistant Directors – National
- Coordinator – National/Local
- Graduate Assistant – National
- Accounting Specialist – Local
- Administrative Staff – Local
- Supervisor, Facilities – Local
- Crew Leader – Local
- Full time and Part Time Custodian, Full time Maintenance Mechanic, Storekeeper – Local
- Temporary summer staff – Local
- Other student positions – Local

**Student Leader Recruitment Process**
The student leader search process is comprised of a multi-step process. Once applications are opened the student must:
1. Attend an information session as part of the application process.
2. Participate in a group process that consists of 3 activities in small, medium, and large groups
3. Individual interviews, one interview with student leaders and one with professional staff.

c. **Retirements, new hires, accomplishments**

   **New Hires**
   - Krysta Higgins – Accounting Specialist
   - Jeremy Early – Associate Director of Administrative Services
   - Danielle Butler – Assignments & Occupancy Coordinator
   - Christine Fleming – Marketing Coordinator
   - Jonathan Exton – Staffing Coordinator
   - Ivanka Djukic – Custodian
   - Bradley Howlett – Assistant Director of Facilities
   - Steven Barton – Maintenance Mechanic
   - Jeremy Bates – IT Manager
   - Timothy Davis – Coordinator of Campus Engagement
   - Duke Beard – Residential Education Coordinator
   - Aubrie Piper – Residential Education Coordinator

   **Internal Transition to a New Position**
   - Maria Lara – Custodian
   - Matthew Beach – Maintenance Supervisor
   - Devon Schlotterbeck – Assignments & Occupancy Coordinator

   **Retirements**
   - Chris Petrogeorge

d. **Awards**

   **National Awards**

<table>
<thead>
<tr>
<th>Last name, First name</th>
<th>Award title, from Example Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rodriguez, Kim</td>
<td>January 2015, Student of the Month,</td>
</tr>
<tr>
<td></td>
<td>National Association of College and</td>
</tr>
<tr>
<td></td>
<td>University Residence Halls</td>
</tr>
<tr>
<td>Zurbuchen, Rudi</td>
<td>Student of the Year for 2014-2015,</td>
</tr>
<tr>
<td></td>
<td>National Association of College and</td>
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<td>University Residence Halls</td>
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   **National Program Awards**

<table>
<thead>
<tr>
<th>National Winner</th>
<th>Award title, Organization</th>
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</thead>
<tbody>
<tr>
<td>MHC Second Floor Bulletins</td>
<td>July 2014, Passive Program of the Month,</td>
</tr>
<tr>
<td></td>
<td>National Association of College and</td>
</tr>
<tr>
<td></td>
<td>University Residence Halls</td>
</tr>
<tr>
<td>Soccer and Fireworks</td>
<td>July 2014, Social Program of the Month,</td>
</tr>
<tr>
<td></td>
<td>National Association of College and</td>
</tr>
<tr>
<td></td>
<td>University Residence Halls</td>
</tr>
<tr>
<td>Antidiscrimination Response Training</td>
<td>August 2014, Spotlight of the Month, National Association of College and University Residence Halls</td>
</tr>
<tr>
<td>Did that Just Happen? Microaggressions</td>
<td>August 2014, Diversity Program of the Month, National Association of College and University Residence Halls</td>
</tr>
<tr>
<td>Cultural Appropriation Is Never Suitable Campaign</td>
<td>September 2014, Passive Program of the Month, National Association of College and University Residence Halls</td>
</tr>
<tr>
<td>Let’s Talk About Love</td>
<td>September 2014, Diversity Program of the Month, National Association of College and University Residence Halls</td>
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<tr>
<td>My Utah Signature Experience (MUSE)</td>
<td>January 2014, Spotlight of the Month, National Association of College and University Residence Halls</td>
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<tr>
<td>Condom Carnival</td>
<td>February 2015, Diversity Program of the Month, National Association of College and University Residence Halls</td>
</tr>
<tr>
<td>Special Projects Pillar</td>
<td>April 2015, S of the Month, National Association of College and University Residence Halls</td>
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### Regional Awards

<table>
<thead>
<tr>
<th>Last name, First name</th>
<th>Award title, from Example Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luu, Cynthia</td>
<td>September 2014, Executive Board Member of the Month, Intermountain Affiliate of College and University Residence Halls</td>
</tr>
<tr>
<td>Stephenson, Jill</td>
<td>September 2014, Institution Faculty/Staff Member of the Month, Intermountain Affiliate of College and University Residence Halls</td>
</tr>
<tr>
<td>Janicki, Erica</td>
<td>December 2014, Executive Board Member of the Month, Intermountain Affiliate of College and University Residence Halls</td>
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<tr>
<td>Cisco, Bettie</td>
<td>April 2015, Residence Life Faculty/Staff Member of the Month, Intermountain Affiliate of College and University Residence Halls</td>
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<tr>
<td>Schwartz, Laura</td>
<td>April 2015, Advisor Member of the Month, Intermountain Affiliate of College and University Residence Halls</td>
</tr>
<tr>
<td>Schwartz, Laura</td>
<td>November 2014, Case Study Competition Winner, Association of Intermountain Housing Officers</td>
</tr>
<tr>
<td>Gutierrez, Sarah</td>
<td>November 2014, Outstanding Graduate Student, Association of Intermountain Housing Officers</td>
</tr>
<tr>
<td>Walker, Kegan</td>
<td>November 2014, Outstanding Social Justice Graduate Student, Association of Intermountain Housing Officers</td>
</tr>
</tbody>
</table>

### Regional Program Awards

<p>| Honors Outdoor Education &amp; Leadership Floor Decoration By: Honor Staff | August 2014, Passive Program of the month, Intermountain Affiliate of College and University Residence Halls |
| Student Solar Plaza By: Jenna Matsumura | September 2014, Spotlight of the Month, Intermountain Affiliate of College and University Residence Halls |
| Social Justice 101 By: Sabrina Abdalla | September 2014, Diversity Program of the Month, Intermountain Affiliate of College and University Residence Halls |</p>
<table>
<thead>
<tr>
<th>Event Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>Officer’s Hollow</td>
<td>October 2014, Community Service Program of the Month, Intermountain Affiliate of College and University Residence Halls</td>
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<tr>
<td>Silenced by Salience: School to Prison Pipeline</td>
<td>November 2014, Educational Program of the Month, Intermountain Affiliate of College and University Residence Halls</td>
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<tr>
<td>Native American Experience Night</td>
<td>November 2014, Diversity Program of the Month, Intermountain Affiliate of College and University Residence Halls</td>
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<tr>
<td>Pampering Night at the Fisher House</td>
<td>December 2014, Community Service Program of the Month, Intermountain Affiliate of College and University Residence Halls</td>
</tr>
<tr>
<td>AIMHO Hot Topic Presentation</td>
<td>November, 2041, Association of Intermountain Housing Officers</td>
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### Committees

<table>
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<tr>
<th>Last name, First name</th>
<th>Committee 1 Name (role)</th>
</tr>
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<tbody>
<tr>
<td>Aho, Rachel</td>
<td>ELP Preview Days Planning Committee</td>
</tr>
<tr>
<td>Aho, Rachel</td>
<td>Pride Planning Committee</td>
</tr>
<tr>
<td>Aho, Rachel</td>
<td>Chair, Commission for Campus Safety and Emergency Preparedness, American College Personnel Association</td>
</tr>
<tr>
<td>Aho, Rachel</td>
<td>Editorial Board Member, Continuing Convention Publication Series, American College Personnel Association</td>
</tr>
<tr>
<td>Anderson, Chris</td>
<td>Student Affairs Diversity Council Committee Co-Chair, AIMHO College, Association of Intermountain Housing Officers</td>
</tr>
<tr>
<td>Ashcraft, Jessica</td>
<td>Woman’s Leadership Summit</td>
</tr>
<tr>
<td>Beard, Duke</td>
<td>Committee Member, AIMHO College, Association of Intermountain Housing Officers</td>
</tr>
<tr>
<td>Fleming, Christine</td>
<td>Committee Co-Chair, Marketing, Association of Intermountain Housing Officers</td>
</tr>
<tr>
<td>Guardado, George</td>
<td>Pride Planning Committee</td>
</tr>
<tr>
<td>Guardado, George</td>
<td>Committee Member, Programming Committee, Association of Intermountain Housing Officers</td>
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<tr>
<td>Gutierrez, Sarah</td>
<td>Committee Member, AIMHO 365, Association of Intermountain Housing Officers</td>
</tr>
<tr>
<td>Gutierrez, Sarah</td>
<td>Violence Prevention Advisory Council (VPAC)</td>
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<tr>
<td>Gutierrez, Sarah</td>
<td>ELP Preview Days Planning Committee</td>
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<tr>
<td>Homolka, Jeremy</td>
<td>Co-Chair, Marketing Committee, Association of Intermountain Housing Officers</td>
</tr>
<tr>
<td>Name</td>
<td>Position/Role</td>
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<tr>
<td>Justesen, Todd</td>
<td>Behavior Intervention Team</td>
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<tr>
<td>Olaf, Julie</td>
<td>Pride Planning Committee</td>
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<tr>
<td>Padilla, Duane</td>
<td>Student Affairs Diversity Council</td>
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<tr>
<td>Remsburg, Barb</td>
<td>Behavioral Intervention Team, President, Association of Intermountain Housing Officers</td>
</tr>
<tr>
<td>Roque, Maggie</td>
<td>Secretary, Association of Intermountain Housing Officers</td>
</tr>
<tr>
<td>Schwartz, Laura</td>
<td>Committee Member, Programming Committee, Association of Intermountain Housing Officers</td>
</tr>
<tr>
<td>Walker, Kegan</td>
<td>Student Affairs Diversity Council</td>
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f. Presentations and publications

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title and Details</th>
</tr>
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<tbody>
<tr>
<td>Aho, Rachel</td>
<td>Women and Wellbeing: Navigating the Elements. NASPA Knowledge Community Annual Publication.</td>
</tr>
<tr>
<td>Roque, Maggie &amp; Robertson, Julie</td>
<td>Figuring out Fit: Intentionally Shaping Selection to Fit Department Values. Association of Intermountain Housing Officers, Logan, Utah.</td>
</tr>
<tr>
<td>Miller, Chris. &amp; Zwart, Nate</td>
<td>The Hashtag Experience. Utah NAPSA Conference, Logan, Utah.</td>
</tr>
<tr>
<td>Justesen, Todd</td>
<td>Anti-Bias Response Training Presentation. Association of Intermountain Housing Officers Conference, Logan, Utah.</td>
</tr>
<tr>
<td>Davis, Tim &amp; Olaf, Julie</td>
<td>White Privilege &amp; Peer Dialogues: Students Showing Up for Racial Justice, NACURH Conference, Fargo, North Dakota</td>
</tr>
</tbody>
</table>

g. Faculty appointments

None