



THE UNIVERSITY OF UTAH

**STUDENT LEADERSHIP
& INVOLVEMENT**

Student Leadership & Involvement

Annual Report

2015 - 2016

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Student Leadership & Involvement (SLI) serves as an integral part of the University of Utah student experience. The department has the vision to empower students to be effective leaders, invested in positive change, by serving as a clearinghouse and training ground for impactful engagement across campus, within the community and around the world. Additionally, the values of student learning, community, and collaboration position us to work to transform student lives by involving the student in the learning process, valuing and affirming every identity they bring to the community and creating curricular and co-curricular partnerships.

ABOUT THE DEPARTMENT

Mission

By offering a variety of events, programs and services, Student Leadership & Involvement at the University of Utah incites students to action, encourages engagement in campus and community service, and provides opportunities that enrich and support personal and academic growth and development, which culminates in a lifelong commitment to effective leadership.

Our Staff

Director

Tasha M. Myers

Leadership Programs

Jeff Furlong, Graduate Assistant

Courtney Savage, Resident Assistant

Tara McHugh, Undergraduate Intern

Associated Students of the University of Utah

Tom Hurtado, Associate Director

Celeste Cohorn, Accounting Specialist

Rob Phillips, Finance Advisor

Jana Stoneman, Administrative Assistant

Erica Anderson, Programming Advisor

Nick Berg, Graduate Assistant

In the spring of 2015, Tasha M. Myers was hired as the inaugural director of SLI. Previously, ASUU reported directly to the Dean of the Students and Leadership Development was within the office of Orientation & Leadership Development. The creation of SLI allowed leadership programs and student government to be under one department in the Division of Student Affairs, in partnership with Undergraduate Studies for hosting of the Leadership Studies Minor. The new structure called for more leadership within the area, creating a new associate director role and an analysis of departmental offerings. There are still growing pains associated with the new structure and the need for more branding across campus; however, key partnerships and student involvement are continuing to grow.

KEY ACTIVITIES

Student Leadership & Development

The first goal in fulfilling the mission of the University of Utah is promoting student success to transform lives. One of the ways in which that goal is realized is through participation in high impact programs. Programs hosted by the SLI office are examples of such. The skills gained not only help students develop personally and interpersonally, but serve as means for learn about and demonstrate leadership knowledge and skills. All of which also transferable in the marketplace.

Students gain leadership knowledge and skills from workshops and conferences

Learning to Lead Leadership Conference

Learning to Lead took place on Saturday, October 24th from 9am-4pm at the Peterson Heritage Center. Registration costs were \$15 per student. We had 152 students registered for the conference with 76% attendance rate. The keynote speaker for the conference was Dr. Kyle Reyes, who serves as the Special Assistant to the President for Inclusion / Chief Diversity Officer at Utah Valley University. The program also included four breakout sessions and a closing session meant to show students how to incorporate and apply all the information they learned throughout the day.

Overall, the assessment yielded that participants learned something and felt the conference was valuable enough to host again. Some increase was evident in each of the four facets of ULEAD: Leadership Theory, Hard Skills, Diversity & Social Justice, and Leadership Ethics. The assessment tool, however, does not provide enough evidence to measure how much growth occurred. The assessment tool provides Likert Scales for response of growth in each area but does not clearly define each level within the respondent's choices (5, 3 and 1 = have values but 4 and 2 = have no value or defined option).

Sessions one and two had consistent distribution of attendees at each break out session but sessions three and four possessed a "most frequently attended" session drawing more than half of the respondents' attendance. Consistent feedback from respondents included: enjoyed variety in session topics and favored the Keynote Speaker as a highlight, and would have liked to see more practical application in sessions while experiencing a shorter conference schedule.

The quality of presentations varied the most with student presenters. Moving forward, student presentations won't be restricted but will be more intentional in selection. Noting that both submitting proposals and presenting are opportunities for professional development, the key activity of professional development should be added the in upcoming year.

Based on the results of the assessment, SLI will work to edit questions for the 2016 conference to add additional measures of growth definitions related to the four facets of ULEAD. We plan to have said

round of edits completed by October 14, 2016. The assessment revamp will be shared with presenters ahead of the Conference in order to align learning outcomes with presentation foci.

This assessment also yielded popular methods for marketing related to the annual Conference – most respondents heard about the Conference through some aspect of SLI's umbrella. Moving forward, marketing efforts beyond current SLI programs and initiatives could increase diversity of participants as well as future facilitators.

Anecdotally, the name "Learning to Lead" gave the impression that the conference was geared towards first year students, or students without leadership experience. Changing the name to the Student Leadership Conference should give more general expectations about the conference as a whole.

Women's Leadership Summit

The Women's Leadership Summit took place on Tuesday, February 17th from 2pm-7pm in the University Union. We had a record number of 341 registrations and a 63% attendance rate. The keynote speaker was Dr. Lynette L. Danley, who serves as the Academic Program Coordinator for Governors State University Higher Education Administration Concentration and Associate Professor. The program consisted of the keynote, two breakout sessions, dinner and a closing session presented by Utah State Representative Sandra Hollins.

Respondents generally enjoyed the keynote speaker, with 87% sharing that the presentation was relatable and relevant to them, 93% stating her keynote was appropriate for the theme of "(im)perfect, on purpose," and 91% saying they enjoyed it overall. Based on feedback in the general comments, a particular person was disappointed at the speaker's focus on being a Black woman, as opposed to just being a woman. In another section, those comments were reiterated saying that they would have liked to see more diversity in the keynotes, because both were Black women. The committee felt that while it is good to know that feedback, they were concerned that if both speakers were White, that comment may not have been raised. In another open comment section in regards to workshop sessions, respondents reported wanting more focus on women of color.

Breakout sessions ranged in agreement of relevancy, appreciation of presentation style, and learning from the session. The most impactful information came out in the general comments about the sessions. We expected that there would be complaints about some presenters not showing up, or being late to their session, but we did not expect as much feedback from professional women stating that they would have liked to have more sessions catering to them as opposed to undergraduate women. Similar comments were expressed about the Information Fair.

When looking at the way that attendees found out about the conference, Facebook was the most effective marketing tool, with 29% of respondents selecting that option. The second and third highest at 16% and 15% were flyers, banners and posters and word of mouth, respectively.

Knowing that the program normally caters to undergraduate students but everyone was welcome, in the future we will consider listing categories for the workshop topics so that the attendees have a better expectation of what they will be getting out of the session and who the target audience could be. The

selection of sessions would be based on a competency based model so that we can give more direction to those submitting sessions.

Conference on Diverse Excellence

Conference on Diverse Excellence (CODE), which was sponsored by ASUU with support from Student Leadership & Involvement and Fraternity and Sorority Life, took place over the course of March 29th and 30th in the University Union. The keynote speaker was film director, producer, writer, and actor Spike Lee.

The purpose and goal of CODE was to create dialogue and build consciousness around systems of oppression, privilege, and solidarity with a social justice lens. We use “diverse” as a noun, adjective and verb to recognize diversity work as both a process and a goal to achieve excellence. With a new start, C.O.D.E.’s theme, “Imagine U: The Future of Social Justice” focused on reimagining our future, and revisioning different worlds we can build together.

It is evident that the majority of CODE participants attended only the keynote address with Spike Lee. One of the main goals of the program is for participants to feel that CODE provided them the opportunity to dialogue with others about systems of oppression and privilege. Out of 46 respondents, only 11% strongly agreed, while 48% agreed and 15% disagreed. It is important to note that 26% of respondents did not answer this question, so it is difficult to say whether or not the goals of CODE were met. It is also evident that with roughly 30 sessions, judging from the response rate alone, it appears that some sessions were well attended and others were not (13 being the highest, 0 being the lowest). Interestingly, 26% of respondents for this survey identified as staff, while the majority of attendees identified as students (undergraduate and graduate). The majority of respondents agreed or strongly agreed that they would like to attend CODE next year and would also recommend CODE to a friend or colleague. One of the learning objectives of CODE is for folks to feel that their understanding of social justice issues increased as a result of attending this conference, and the majority of participants (62% agreed or strongly agreed) that CODE increased their understanding of these topics.

Future conference planning should consider the feedback on Spike Lee’s keynote prior to selecting a speaker to cover social justice topics. There were mixed feelings across the board on his address, ranging from “inspirational” to “offensive”. In particular, any Q&A should be facilitated with someone who can help guide conversations in a way that maintains a safe space and is educational in nature. Much of the negative feedback on Mr. Lee’s address came from the Q&A session.

The 30 workshop sessions presented included a MUSE lunchtime lecture, a special breakfast for student leaders of color hosted by SLI, research finding from graduate students, a panel of incoming ASUU student leaders from the 2016-2017 administration and more. Although there was a variety of offerings, the focused effort to market the keynote did not yield overall participation in the conference as a whole. Feedback included that attendees were unsure when sessions and where sessions were being held. If the conference sessions are to decrease, much thought should be given to how the goal of increasing an understanding of social justice can still be met.

ULEAD Leadership Certificate Program

The ULEAD Leadership Certificate program documents the student exploration of leadership in their professional and personal life. Completion of the program requires three (3) hours of workshops in each of the ULEAD areas of Hard Skills, Leadership Theory, Ethical Leadership and Diversity & Social Justice, as well as one (1) qualifying conference. Currently, we were tracking 348 students in the program. Improvements this year have included providing ULEAD credit for qualifying partner workshops and conferences, including MUSE Lunchtime Lectures, having LDRSP 4100 waive the 3 hours of Hard Skills, and increasing marketing via social media channels.

A major success of the program was strategically offering ULEAD credit for other events and workshops already happening on campus from other departments. Adding those additional events onto our calendar allowed for cross marketing and greater engagement of the Certificate Program. Examples included workshops such as MUSE Lunch Lectures and the Center for Student Wellness Bystander Intervention Training. This partnership also increased the awareness of the Certificate as we would be able to communicate with students that since they already attended that workshop, they were well on their way to completing the certificate and thus increased the number of students that we were tracking towards completion. The partnering department also received additional marketing for their own events.

We learned effective marketing efforts for the 2015-2016 year included: website content, the newsletter, and word of mouth. All categories of program participants (Certificate Program, 2015 Learning to Lead Conference, ULEAD Certificate Workshops, ULEAD Certificate Lunch Workshops, ULEAD Certificate Marathons, and alternate workshops for ULEAD Certificate credit) indicated in majority they agreed or strongly agreed in the following areas: information from [event/program] was pertinent and relatable for me, presentation styles were engaging and appropriate for topics, something was learned from [event/program], and [event/program] would be recommended to friends. Based on the initial goal of this assessment, the tool itself did not yield results measuring growth of knowledge or increased levels of self-awareness and depths of identity understanding. We learned from this assessment that the ULEAD program has value but specific value related to the four pillars of the ULEAD program: Hard Skills, Theory, Ethics and Diversity & Social Justice, are yet to be determined.

Practice of leadership skills through organization involvement and engagement

Associated Students of the University of Utah (ASUU)

The staff within ASUU not only provide advisement for over 150 student leaders involved in student government, but also support and provide resources to the 633 registered student groups on campus. While this advisement is not academic in nature, it often serves as a relevant connection to campus resources and support systems for these students. In turn, students are able to expose their friends and peers to those connections. These types of relationships grow over time and become mentoring relationships not only staff-to-student, but also student-to-student.

We have a plan for reducing the ratio of direct advisees per advisor to allow for deeper connections with our respective students. This will be made possible by having two graduate students that advise boards within the Executive Cabinet and with the hire of the Accounting Specialist to work with student organization finances. Currently, we do not have a means of measuring the expected measurements of our ASUU student leaders. For 2016-2017, professional staff members are working to identify leadership competencies that we can then track our students' development.

Student Organizations

Registered student organizations are defined as a group of 3 or more students that have submitted a constitution, including organization structure and operations. The benefits that students receive as a registered student organization include reduced rates of University room reservations, funding, exposure events, assistance advertising, free training and workshops and more. At the end of the year, we had documentation of 633 student organization.

It has been difficult to get accurate data of organization activities. This was the first year that we asked student organization leaders about their organization members and activities. It is important to note that not all groups will list every member of their group on the roster within OrgSync. Some group members are not students and therefore would not have access to the student group portal. And some groups are not as organized with the upkeep of their group portals other than the required once per year renewal and update. The data varies across the board, and is important to remember, as we serve not only student organizations with students, staff, and faculty as members, but also community members as well.

It is reasonable to conclude that most organizations on campus meet at least once per month or weekly. Of the 149 respondents, 28% stated that their membership was between 20-49 people, with the next closest being 19.8% with 50-99 members. The assessment also identified areas, outside of funding that will be explored in the upcoming year to provide better training and resources to our student organizations.

Provide opportunities for student employment

Over the course of the school year, there was a great deal of turnover in the leadership interns for various reasons from personal situations to lack of performance efforts and needing to increase course load. In spring of 2016, Tara McHugh was hired as a Leadership Intern and far exceeded expectations in every way.

Employment in ASUU can include paid leadership position and the front desk. For the second time in the last two years, a student employee at the front desk was hired for a leadership position. Much of the vacancies in the Legislative Branch were due to resignations for candidacy for executive office, lack of time comment and impeachment due to poor performance. Legislation was proposed to alter compensation from paid meetings to performance based. Due to other changes included, it was not passed. However, measures are being taken from both the student and professional sides to not only have less turnover, but also more invested individuals in those positions.

Provide opportunities for self-exploration and identity development

Student organizations were asked in the 2016 Student Group Assessment to identify Student Affairs domains that they felt their events represented. They were able to select all that applied.

Health & Wellness	11.32%	Civic Engagement & Social Responsibility	10.06%
Leadership	17.92%	Academic Persistence & Achievement	14.47%
Global Citizenship	4.40%	Diversity & Inclusion	12.26%
Campus Community	14.78%	Practical Competence	6.60%
Critical Thinking	8.18%		

Involvement in clubs and organizations provides students the opportunity to explore their curricular and co-curricular interests in low-risk real-world scenarios. Whether it be through a formal leadership position or through active involvement, these opportunities give students the kinds of transferable experiences that not only enhance their efforts in the classroom, but also increase their competitiveness in the workforce market.

While ASUU events undoubtedly meet many of these domains, tracking of such did not occur for the 2015-2016 school year.

Assist in creating a positive living and learning community centered around leadership

The ULead Community, formerly known as the Signature Leadership Floor, is a living and learning community partnership with Housing and Residential Education. Located within the Sage Point Community, the 25 first-year students, and their resident assistant, had the opportunity to participate in key programs through SLI as Learning to Lead Conference, leadership workshops, and enrolling in the Foundations of Leadership (LDRSP 2020). Additional activities this year have included SWOOP Camp, an evening Tea Time with LDRSP 2020 instructors, The Escape Room (a physical adventure game in which players are locked in a room and have to use elements of the room to solve a series of puzzles and escape within a set time limit), and various workshops/presentations from departments such as Career Services and the Student Success Advocates.

In the upcoming year, we are working to add additional structure to the floor to assist the resident assistant in having increased active engagement of the residents. Another exciting change that will be enacted during this year's room assignment process are removing the restriction of the floor being only open to first-year students. This change will undoubtedly change the culture of the floor and assist the students in building close relationships with students outside of their own respective graduation year.

ASUU leadership and involvement compliments their academic experience

Although we do not have statistical data that supports this, anecdotally, we know that ASUU students learn to better manage their time and are more connected to the University. This is especially true for

the Executive Cabinet. We are sure to check GPAs every semester. Advisement has assisted in identifying students that are becoming overly involved to assist them in determining priorities to avoid their extra-curricular and co-curricular activities from having a negative impact on their GPA.

Student Organization Support

The number of student organizations ranges from at least 400 to over 600, depending on the time of year and the reactivation process. Registering a student group allows the group to be searched for and seen by any potential members who want to join. It also allows access to apply for ASUU funding, free tabling events and reduced-cost advertising.

ASUU unites, represents, and funds student activities and/or organizations

Student Organization Funding	\$290,633.55
Travel	\$94,562.58
Sport Club Fund:	\$9,888.47
College Readership Program:	\$250,037.60
Emergency Student Loans:	\$2,1700
Childcare Scholarships:	\$6,526
Student Senate Allocations:	\$91,556.41
Departmental Support:	\$100,072.65
Campus Events Board:	\$441,043.16
Executive Cabinet Initiatives:	\$327,489.37

Provide training and information for student organizations and advisors

In both the fall and spring semester, the Finance Board hosted an ASUU Funding Open House, Nick Berg, Graduate Assistant – Student Organizations, hosted an Organization Advisor training and Campus Relations hosted a general Open House. The number of individuals not knowing about the trainings was both surprising and telling at the same time. Clearly more consistent communication could have occurred other than just the message from the Campus Relations Board Director, Finance Board Directors or Graduate Assistant about the Open Houses. Typically a few messages are sent out to student group advisors about the Advisor Trainings, however, in retrospect more communication other than just the student group portal and the newsletter such as through the ASUU website, and more communication with advisors would have been helpful.

The trainings themselves seem to be worthwhile for those who come needing to learn more about different processes for student groups. Much of the information in the trainings over the last year have centered around funding processes, as that is what groups or attendees had the most questions about,

as opposed to when we first rolled over to the new system and there was more information about the student group portal in the trainings. While a good amount of respondents feel that the information is available to them, a high number of respondents feel that it is not available. We need to have better information available through the ASUU website that is consistently updated and easily navigable.

Additional feedback was given from numerous respondents around the improvements in the following areas:

1. Awareness of trainings
2. Frequency of training
3. Availability of information outside of trainings
4. Clear information on policy and procedures
5. Better website content
6. Diversity in training topics

Students gain leadership skills from direct advisement

The ULEAD Program works to give student the knowledge to develop leadership skills; however direct advisement is meant to assist in documenting demonstration of leadership skills. It can be determined that most of the current interactions are based on programs and not leadership development. If the measurement was focused on programs, it was a successful to the extent that the programs happened. However, it is more difficult to measure leadership growth based on the available data. The National Society of Leadership & Success was able to better native campus which was shown in the booking of the Rice Eccles Tower, negotiation of the catering offerings, and more eligible reimbursements from ASUU.

Leadership Studies Minor

The Leadership Studies Minor utilizes expertise and courses throughout the university community in an effort to provide students with a variety of opportunities to explore leadership philosophies, theories, case examples, and practices. Having the director of SLI serving as the Academic Advisor for the Leadership Studies Minor allows the students perusing the minor to be not only engaged in the study of leadership, but also be exposed to a myriad of opportunities to enact their own leadership goals and need for involvement.

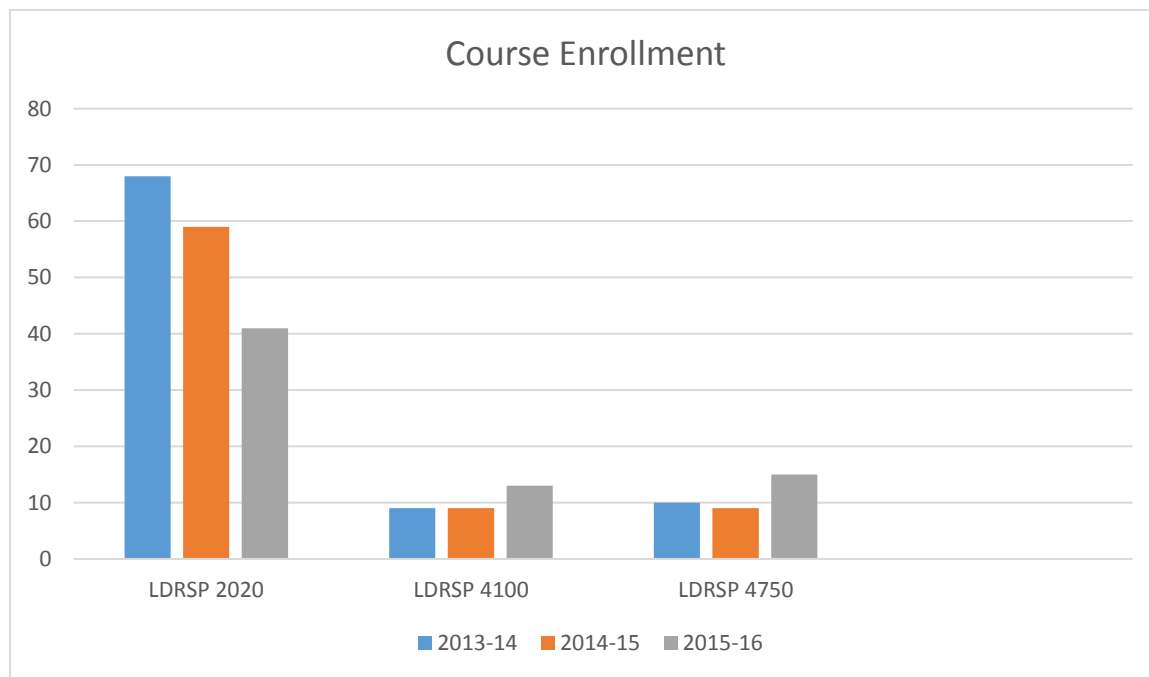
Provide for-credit academic exploration of Leadership

There were currently 50 students being tracked within the minor, which is a 38% increase from the previous year. The three core classes in the minor include LDRSP 2020: Foundations in Leadership, LDRSP 4100: Field Experience Seminar, and LDRSP 4750: Leadership Capstone.

The graph below show the number the number of enrolled students over the past 3 years. It is clear that there has been a decrease in LDRSP 2020 but increases in LDRSP 4100 and LDRSP 4750. This shows that although fewer students are taking LDRSP 2020, more students are actually working to complete the

minor. At this time, there are not any known factors to which these changes can be attributed; however, we are exploring additional departmental resources that can provide more insight and future recommendations.

In the 2015-2016 school year, ten students graduated with the Leadership Studies Minor.



Campus Engagement

Provide events and programs for University community

Free Films Series

The Free Film Series invited students to attend particular film screenings, mostly held at the Post Theater. Major successes of the series include several Dive in Movies, which were co-sponsored with Campus Recreation Services, the collaboration with the MUSE Project for “Selma”, the showing of Spike Lee’s “School Days” in collaboration with CODE and Fraternity and Sorority Life and a special pre-screening of Star Wars: The Force Awakens. Although the ticket prices were set for \$5 for the partnership with the Wasatch Film Festival, it proved to resonate a lot with students and community members, even selling out and having a small no-show percentage.

Homecoming

The Homecoming theme for the year was “UU Throwback” and featured the very popular past interlocking U of U logo. ASUU hosted the Homecoming Dance, with a retro feel, at the Depot, and invited students to come in costume for the event. ASUU also sponsored and coordinated the

Homecoming Royalty which were presented at both the dance and the Homecoming football game. Just as in year's past, ASUU assisted the Alumni Association, the Student Alumni Board and the MUSS with the Homecoming Crimson Rally.

Lunchbox Concert Series

The Lunchbox Concert Series features local bands and artists from Salt Lake City and the Wasatch Front to play out on the Union Patio. Having this form of presentation allows ASUU to present more music options outside of the two major concerts, Redfest and Grand Kerfuffle.

Redfest

This year, ASUU presented Redfest: The Local Show, featuring local bands that have a major following. Larusso, Static Waves, The Blue Aces and House of Lewis provided great entertainment for all those that were in attendance. The show itself was a success, but did have controversy attached to it due to the fact that the students decided not to continue in booking the original artist we were set to have perform, Asher Roth. Ultimately, we were able to break our offer with him, but did have to pay a cancelation fee.

Sheryl WuDunn

The Campus Events Board Speakers Committee hosted Sheryl WuDunn on September 27, 2015 in the Union Ballroom. She is the author of "Half the Sky". Sheryl WuDunn is an American business executive, writer, lecturer, and Pulitzer Prize winner. WuDunn and her husband Nicholas D. Kristof won the Pulitzer Prize for International Reporting in 1990 for their coverage of the Tiananmen Square protests of 1989. They were the first married couple ever to win a Pulitzer for journalism; WuDunn was the first Asian-American reporter to win a Pulitzer. She also won a George Polk Award and an Overseas Press Club award, both for reporting in China. A pre-reception was held in the Utah Museum of Fine Arts the day before, which allowed WuDunn to socialize and mingle with students in ASUU and invited guests from around campus.

Geek Week

Geek Week, takes place at the end of each semester as a collaborative program that assists students in preparation for Finals Weeks, including lots of free pizza, free parking outside of the library, give-a-ways and extended hours in the Marriott Library. During the fall semester, it took place December 7-11th and in the spring it was April 25-28, 2016.

Martin Luther King Jr. Week

ASUU is a strong partner for Equity and Diversity's MLK Week celebrations, having both professional staff and students serving on the steering committee.

Blood Drives

The Community Service Board hosted their annual Blood Drive on January 20, 2016 in partnership with the Associated Regional and University Pathologists, also known as ARUP.

Elections Tailgate Event

On March 2, 2016, the Elections Registrar and the First Year Council joined together to host a tailgate themed event on the Marriott Library Plaza to encourage students to participate in ASUU student body elections. There was free pizza, a photo book, and other give-a-ways to promote the occasion. Laptops were also present so that students passing by could cast their votes right there. A second, smaller event took place onsite at the University Student Apartments including free food, games and activities. Feedback from the event stated that most of the students that participated in the event had already voted, so while there was a large presence, more efforts would need to take place to spread the word more widely about elections and the importance of students casting their votes for their future representatives.

It's On Us Week

It's On Us is a national campaign to stop sexual assault on campuses. During the week of April 4-8, 2016, the Student Advocacy Board led programming, which included tabling on Marriott Library Plaza, inviting students to sign the pledge, co-hosting By-Stander Intervention Trainings with the Office of Student Wellness, and media publicity and a photos where students expressed how they support survivors. The It's On Us pledge states that individuals will Recognize that non-consensual sex is sexual assault, to Identify situations in which sexual assault may occur, to Intervene in situations where consent has not or cannot be given and to Create an environment in which sexual assault is unacceptable and survivors are supported. The video that was produced with assistance with University Marketing and Communications was recognized state-wide for its impact. Some of the feedback from the poster campaign stated that the intentionally intense posters were triggering for some sexual assault survivors and that the wording on some of the posters reversed typical gender stereotypes. All of the feedback will be taken into consideration for next year's campaign, knowing that it can be very complicated mix in trying to support survivors and educating the masses.

Mental Health Awareness Week

ASUU Administration hosted the Mental Health Awareness Week, from April 11-14, 2016, as a means to dilute the stigma against mental health, provide resources to students and featured a keynote speaker, Keith Mark Johnson. Johnson is the author of *"Crossing Zion"*, is a mountaineer, climber, and philanthropist who spoke on maintaining a balanced college life, nature, and relationships.

Grand Kerfuffle

This year's Grand Kerfuffle was a two day music and arts festival inspired by what would have been the 10th anniversary of the ASUU concert series Mayfest. It took place on Friday, April 22 and Saturday, April

23, featuring headliners Icona Pop, Earl Sweatshirt, and ILoveMakonnen. Friday's supporting acts included GoldFord and Wavves, while Saturday's supporting acts were J.I.D. and Pigeon John. Student tickets for \$5 for one day and \$7 for both. Attendance for both days of the concert came to about 4,100.

Student Leadership Awards

The Student Leadership Awards were held on Monday, April 4, 2016 at 6pm in the Community Hall within the Spencer Fox Eccles Business Building. As opposed to a seated dinner and program, the awards ceremony started with a reception with refreshments and then the program. The vision for the event was to build pride around celebrating the successes of student leaders across campus, thus it was not a ticketed event, open to all those that wanted to attend. Nominees, nominators, families and friends alike came out to support those that had been nominated. We also opened the ceremony to allow for other departments on campus to recognize their student leaders. Examples included Career Services, New Student and Family Programs, Social and Behavior Studies, ASUU faculty and student award and the Ivory Prize recipients. Also, students that completed the Leadership Studies Minor and the ULEAD: Leadership Certificate Program were recognized.

The 2016 Student Leadership Award Winners:

Individual Commitment to Diversity	Jesus Hernandez
Group Commitment to Diversity	Students for Queer Arts, Resistance, & Education (SQuARE)
Peer Mentor of the Year	Amber Clark
Faculty/Staff Mentor of the Year	Irene Ota
Individual Commitment to Service	Karissa Lee
Group Commitment to Service	Project Youth Core Committee
Emerging Student Leader of the Year	Bryan Luu
Student Group of the Year	Honors Urban Ecology and Sustainability Scholars
Student Employee of the Year	Andrea Bryant
Student Leader of the Year	Daniel Hoopes
Outstanding Achievement	University of Utah Asia Campus Mentor Program
Ivory Prize for Excellence in Student Leadership	Jacob Nold, Labs4Liberty

ASUU Next Steps Survey

This assessment was successful in gathering student input on ASUU's current events, services, and potential future initiatives. Additional assessments for each individual event are needed to determine if the desired outcomes of such programs have been achieved.

While our response rate was less than 10%, we were still able to gather important feedback from over 2,500 current students. Perhaps some of the most helpful data is that which tells us how students want to hear about ASUU events and services (IE: text messages, email, posters, etc.).

In terms of programming, the majority of respondents indicated that they would most like to attend concerts, speakers, and movies on campus. Interestingly, the majority of respondents (67%) have not attended an ASUU concert. Of that 67%, respondents shared that increased awareness through marketing and outreach efforts, as well as the concert occurring on a weekend would increase their likelihood of attending. Interest in various types of music, performing arts, films, and speakers ranged across the board. In terms of marketing and outreach, the majority of our respondents indicated that they currently find out about ASUU events through posters, word of mouth, banners, and the @theU e-newsletter. The top three ways students who responded would like to find out about ASUU events included standard posters, @theU e-newsletter, and banners. We learned that the majority of our respondents have not visited the ASUU website within the past 12 months, or used the resources offered there. We received helpful feedback on initiatives that ASUU could take to increase the likelihood of students voting in local and national elections. We also learned that education, air quality, and economy and job growth are the issues most important to students (in our respondent pool), in this past mayoral race.

Findings from this assessment helped ASUU student leaders and advisors make informed decisions in future programming, services offered, and marketing and outreach initiatives. Currently, our student leaders who program events on campus are reviewing the feedback for the respective areas as they consider what types of events to organize for the student body.

This project has been immensely helpful for ASUU as we consider how we are engaging with students. The events, programs, and services offered by ASUU, as a part of our mission, should build the campus community through student involvement. It is our hope that these campus experiences in some way engage, empower, educate, or entertain students as a part of their participation in ASUU programs. Whether a student attends a speaker, concert, film, or conference, it is our hope that student learning has occurred in some way as a result of their engagement with our office and the opportunities we provide.

Market engagement opportunities

PlazaFest

This is the first year that PlazaFest was hosted by ASUU, in conjunction with Student Leadership & Involvement, which took place the Wednesday of Welcome Week, August 26, 2015. Approximately

2,000 people flooded the Union plaza to see 200 student organizations and departments present some of the best involvement opportunities the U has to offer. In the spring, a smaller version of the event took place in the Union Ballroom on January 13, 2016.

As the table space for the event was very limited, we are looking at ways to increase the organization of the event, as well as increase the number of actual student organizations that are able to take part in the event in the future.

SLI and ASUU Websites

The creation of the SLI website was a major accomplishment during the summer of 2015, which included petitioning the University for leadership.utah.edu. The website included information about the department and staff, pages for all departmental programs (ULEAD, Awards, Leadership Studies Minor, INCITE | Leadership Newsletter, the Living and Learning Community, leadership conferences, ways for students to get involved on campus and an shared events calendar between SLI and ASUU.

The ASUU website hosted a listing of all of the recognized student organizations, including listing of their mission/purpose, leadership and contact information in a searchable format. Additionally, we phased out the marketing of the use of OrgSync as the student organization management system to reduce confusion. Language now asks that students login to the ASUU website.

INCITE | Leadership Newsletter



The INCITE Leadership Newsletter is a bi-weekly publication that shares opportunities to get involved on campus and the newest developments in leadership. It also provides it's readership with unique articles from staff, students, and faculty as they discuss leadership in terms of opportunities, insight or advice. INCITE also features information and links about leadership in popular media that can help advance student leadership knowledge and skills.

One of the best loved features is highlighting of individual students and student organizations. This allowed student organizations to share their purpose, a photo and how to get involved. Individual profiles included profiles of students that were either participants in the ULEAD Program or the Leadership Studies Minor.

INCITE had a readership of over 2,000 University of Utah community members with an average open rate of 18.8%, which is still an accomplishment knowing that the industry average is only 14.2% and that much of the list was created before the office was established. We will work to update this list by removing those that have graduated and are no longer interested in the newsletter. Even though the size of the list will be reduced, the effectiveness of the content will increase.

ASUU also started to bundle requests of messaging into a weekly email sent to student organizations through OrgSync. Students responded that they felt the frequency of those email was too much. Instead next year, these announcements will be incorporated into INCITE.

Office Operations

It has been an interesting challenge having SLI be located on two different wings of the Union, thus the Director and Leadership Programs staff are to move to the Involvement Wing in 2016-17. There were many times where mail that should be delivered to ASUU would come to SLI and vice versa.

Maintain a functional office for dedicated to serving students in student leadership and involvement opportunities

ASUU Office

ASUU Front Desk Staff Interaction	Agree	Disagree	No Answer
Front desk staff in ASUU provide good customer service	46.31%	17.45%	36.24%
ASUU Staff is knowledgeable about my questions, or are able to direct me to those who may best answer or assist me.	48.32%	18.79%	32.89%
I feel comfortable asking ASUU Staff for assistance with questions about student groups, funding, involvement, events, or any question I may have.	49%	22.15%	28.86%
ASUU is a place where I feel like I can	31.55%	25.50%	42.95%

become involved as a student.			
I feel welcome to visit ASUU.	40.94%	25.50%	33.56%

The data above was pulled from the Student Organization Survey and shows that although many did not answer the question itself, there is a significant portion of our respondents that disagreed with the statements being made. It is known that some of these responses due to dissatisfaction in the time that it take to do reimbursements, front desk needing to escalate simple questions and receiving different information depending on who you spoke to.

Open response questions in within the survey signal a general dissatisfaction and frustration with ASUU staff, as well as in general. At times the students involved in ASUU needed to be reminded that the although professional staff members are there to support their goals and initiatives, they should be mindful of the impact that it will have and use feasibility to inform their decisions in moving forward.

During a good portion of the year, the office was understaffed due to vacancies in professional staff positions. These vacancies undoubtedly made it more difficult; however, after each vacancy shifts were made to assure continued operations. Additionally, an additional staff member was hired to assist in the process of completing reimbursements, to assist student organizations in spending their allocations and to optimize the workflow of expenditures. The feedback from the assessment will be used to inform improved procedures and policies within ASUU to make office operations more effective and efficient.

Student Leadership & Involvement

Once Fraternity and Sorority Life moved to a different location in the Union, space was made available for office of the Director in the Office of the Dean of Students, along with the workstations for Leadership Programs staff. The benefit of this location allowed for the development of the new department to be supported by current ODOS staff, including the Executive Assistant and the office assistants. As the vision for the department became clearer, it was determined that a dedicated space would be needed to continue to expend the role and identity of the department. SLI will move to the Student Involvement wing of the Union Building in Fall 2016.

CONTRIBUTIONS TO THE UTAH PLEDGE

The connection and reporting line to Undergraduate Studies is a direct result of the Leadership Studies Minor needing an academic home to be able to substantiate the academic course offerings. However, as a whole department SLI contributes many ways to the Utah Pledge.

Learning Communities

The ULead Community, formerly known as the Signature Leadership Floor, is a living and learning community partnership with Housing and Residential Education. Located within the Sage Point Community, the 25 first-year students, and their resident assistant, had have the opportunity participate in key programs through SLI as Learning to Lead Conference, leadership workshops, and enrolling in the Foundations of Leadership (LDRSP 2020). Additional activities this year have included SWOOP Camp, an evening Tea Time with LDRSP 2020 instructors, The Escape Room, and various workshops/presentations from departments such as Career Services and the Student Success Advocates.

In the upcoming year, we are working to add additional structure to the floor to assist the resident assistant in having increased active engagement of the residents. Another exciting change that will be enacted during this year's room assignment process are removing the restriction of the floor being only open to first-year students. This change will undoubtedly change the culture of the floor and assist the students in building close relationships with students outside of their own respective graduation year.

Advising & Mentoring

Having the director of SLI serving as the Academic Advisor for the Leadership Studies Minor allows the students perusing the minor to be not only engaged in the study of leadership, but also be exposed to a myriad of opportunities to enact their own leadership goals and need for involvement.

The staff within ASUU not only provide advisement for over 150 student leaders involved in student government, but also support and provide resources to the 633 registered student groups on campus. While this advisement is not academic in nature, it often serves as a relevant connection to campus resources and support systems for these students, which in turn, they are able to expose their friends and peers to those connections. These types of relationships grow over time and become mentoring relationships not only staff-to-student, but also student-to-student.

Financial Guidance

Concerns about financing their education are ones that many students have that Financial Aid and Scholarships are more than able to assist them with. However, often time financing their involvement and engagement opportunities can be more of a challenge. This year ASUU allocated over \$177,000 to student groups for their programs, activities and organization operations and \$25,000 to Student Advisory Committees within the various Colleges. Additionally, over \$97,000 was provided for student travel to academic and professional conferences. All of these funds come from the ASUU Student Fee and shows students how that the fees they pay are supporting their educational experience.

Deeply Engaged Learning Experiences

All of the programs, services and events that Student Leadership & Involvement offer to the students of the University of Utah community provide opportunities for deeply engaged learning, both inside and outside of the classroom. The Leadership Studies Minor requirements are credit bearing, meaning the knowledge gained in that experience is still oriented in the classroom. However, the rest of the program,

services and events, from the ULEAD: Leadership Certificate to funding for conferences allow students to be deeply engaged in their colligate experience outside of the classroom. These experiences assist students in gaining transferable interpersonal, organizational and professional skills that only complement their academic experience.

FUTURE PLANS

Anticipated Challenges

Under Student Leadership & Involvement, there will be a different interpretation of the role of professional staff members and their relationship with students. This change is ushering in the mindset that programs and initiatives are to be the direct result of leadership development, as opposed to students directing programs simply out of tradition without consideration and reflection of what is actually happening. The 2015-2016 ASUU administration was not as receptive to some of the implementation, but the 2016-2017 administration is starting to actually champion some of the changes for the good of the whole organization. We anticipate that there will be some continued growing pains associated with more advisor involvement from inception to implantation to post-review.

Additionally, as professional staff continue to reexamine their roles, there will be a new standard of following ASUU policies and procedures, as well as working towards streamlining processes so there are more checks and balances within our operation. There will be departments, organizations and students who have been accustomed to so many exceptions that may experience some difficulty in the adjustment. Examples include making sure that student organizations are active in order to receive ASUU benefits, providing scrutiny to documentation submitted for student organization registration process and requiring Memorandums of Understanding for all partnerships and collaborations to avoid system work-arounds to increase access to ASUU funding.

Anticipated Opportunities

Due to the fact that only one professional staff member from a year ago is still employed by the department, the new professionals have the opportunity to question everything. Asking why things operate the way they do allows for a critical review to determine what aspects we keep, what adjustments need to be made and what should be discontinued.

The students of ASUU are also looking to make similar improvements, starting with looking at compensation of particular leadership positions, incorporating leadership development, removing inconsistencies from RedBook, and making major changes to the elections process. The hope is to make student government a place for students who want to be involved and engaged and not just active because the leadership positions are paid.

Changes in the layout and design of the space made during the summer of 2016 are already shifting the atmosphere in ASUU. The cubical structures made the space static and gave students the impression that only directors in the Executive Cabinet were welcome in the office. Having movable furniture has

allowed for a secondary meeting space, a more open and welcoming space, reduction in the number of computers to be maintained, a popular hangout and study space, and flexibility in the office functionality.

Development

Student Leadership & Involvement

Development efforts within SLI is still pretty new, but there were a few opportunities that were realized to assist in the programming elements of the department. Over the past year, Goldman Sachs both partnered for a ULEAD workshop and served as the T-shirt sponsor for the Women's Leadership Summit. They also presented during the panel discussion at the conference.

The hope for the upcoming year is to maximize development opportunities strategic ways and finding new ways to leverage Erica Marken's skillset to create great partnerships.

ASUU Development and Partnerships

In the past year, ASUU has not had any overarching sponsorships but was very successful in gaining event specific support. Examples would include for Recycle Rice Eccles (Coca Cola, Alumni Association, The MUSS and the Sustainability Office), Rock the U (various local business in-kind donations and Goldman Sachs), Redfest/Grand Kerfuffle (local vendor spaces). The funds associated with these programs are used to assist in covering the costs of elements of that program. Additionally, partnerships were created with University departments to assist in programming efforts, including working with Student Leadership & Involvement, Fraternity and Sorority Life, Hinckley Institute of Politics, Union Programming Council, Campus Recreation Services, the Center for Student Wellness and University Marketing and Communications.

STAFF EXCELLENCE

Professional Development

Departmental Retreats

Knowing that the staff within ASUU were adjusting to being under Student Leadership & Involvement, a fall retreat was hosted to give the opportunity for solidifying of the vision. During this time, all of the staff had the opportunity to outline how they saw their job, how it connected to SLI, partake in team building activities, and defining departmental values.

In January, a second retreat was held, but the focus was on student development. Agenda items included student development theory, completing the Leadership Challenge inventory, revisiting the mission and vision.

After both retreats, staff felt that the time away from the office to focus on the direction our department was moving in was both inspirational and encouraging.

Recruitment and Retention

Over the past year, all of the staff, with the exception of one, have moved on to new opportunities. Three were promotions, one lateral move to another department and the other sought opportunities in a different career path. While each loss provided its own unique trials, the scenario provided a great opportunity to look critically at the operation and seek candidates that would fill the role for where the department was going, as opposed to where it was.

Marketing for the positions were placed on HigherEdJobs.com, Association of College Unions International job board, Studentaffairs.com job board, several student affairs and higher education social media sites and were often listed as priority jobs. This intentional effort in marketing the postings brought forth a very diverse pool, in terms of geography, institution type, identities and experiences.

Unfortunately, the first search for the Associate Director position did not yield a viable candidate. However, for the other positions, there were two possible candidates, which made some of the decisions very difficult. Ultimately the current team are all very driven and excited about their roles and looking to make the needed improvements for both ASUU and SLI.

Additionally, there was a second graduate assistant (GA) position added within ASUU. Moving forward both GA positions serve as advisors to ASUU Executive Cabinet Boards. This shift in responsibilities will allow full time professional advising loads to be reduced and create more effectiveness in job roles. The current para-professionals serving in those roles were interviewed with that intention in mind and made SLI very competitive when it came to available graduate assistantships

New Hires

Jana Stoneman, Administrative Assistant

Jana worked in the private sector providing administrative support for a business executive. One of the most exciting things about her candidacy was that she was a previous student leader within ASUU and could therefore totally relate to the various randomness that is ASUU. With Jana in this role, ASUU was able to streamline some of our support services to assist the other professional staff members within Student Leadership & Involvement, as well as the students in ASUU.

Celeste Cohorn, Accounting Specialist

Celeste came to us a high school teacher in the Park City School District looking for a change, but still wanting to build supportive relationships with students. The creation of her position allows for more support in our financial processing, specifically being able to assist student organizations in spending their allocations of ASUU funds. After only a few weeks of training, she stepped in to fill in for Rob Phillip's paternity leave, which happened to have taken place at ASUU's busiest time of year, which gave her a 360-degree view of our processes and has proved extremely valuable in the organization.

Melanie Lee, Legislative Advisor

Melanie was an academic advisor at Tulane University and was moving to Salt Lake City to start the Education Leadership & Policy PhD Program. The position was re-classified to assure that the staff

member serving in the role had a background in student development and advising. Melanie's knowledge of student training programs and intentionality in program development made her a great choice for the position. She also serves as our Assessment Liaison.

Jacquelyn Ledford, Programming Advisor

Jacquelyn is a recent graduate of the University of Tennessee's higher education program. Her knowledge around student leadership development will allow our programming efforts to be more intentional towards goals, as opposed to what was historically done. Additionally, Jacquelyn will be leading the leadership development for the student leaders in ASUU.

Laura Seymour, Administrative Assistant

Laura moved to Salt Lake City from Denver, Colorado, previously working in health insurance to be the Administrative Assistant for ASUU. Her duties include providing support for all of the professional staff, supervising the front desk assistants, and managing ASUU onboarding of student leaders. In a short time, she has provided a critical view of our operations and created a new training process for our office assistants.

Jessica Ashcraft, Associate Director

Jessica will be joining the staff as the Associate Director. She currently serves as an Assistant Director in Housing and Residential Education overseeing the Peterson Heritage Center. Within Student Leadership & Involvement, she will lead our initiatives for better engagement of student organizations, manage ASUU equipment and inventory, and oversee ASUU marketing and communications.

CONCLUSION

The 2015-2016 year most definitely had its challenges and its successes, all of which could have been anticipated in starting a new department. The progress in the first year has been incredibly rewarding and inspiring for the work that will be done in the following years to impact the University of Utah campus, and ultimately the student experience.