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WAY TO GLOW
Emily Marx, Advisor, SOLO

Emily always has such a wonderful attitude. She is so happy and caring. She’s not judgmental and always has something positive to say. But what I admire about her the most is all the things she does for others. I’ve never seen anything like it. She works tirelessly to meet the needs of those less fortunate and in need. She spends countless hours of her own time organizing and attending programs to benefit others. She does all these things without asking for recognition or compensation. Emily is a roll model for all and an inspiration to be around. Thank you Emily, you are truly a special person.

Tim Kahlor, Admin. Asst., SPBO

Timmy is a beam of light in the SPBO corridor. I have observed him interact with students and staff alike and with each individual he makes an effort to connect with them on a personal level. With each transaction, he remains calm, professional, and friendly throughout. It amazes me to see how each time I have financial issues, he makes it a priority and I see him doing this for everyone. Timmy makes working in Student Life a joy and pleasure, with out him the 3rd floor would have a dark spot. For this reason, I nominate him for the "Way to Glow" award. I hope his beacon of light continues to shine as an example and inspiration for each of us.

SOWING YOUR SUPPORT
Azizi Stephens, Admin. Asst., AS

Azizi has really been an added bonus to the Student Life team. I’ve noticed her involvement and commitment to the Student Life LIFESTARS and at each event and with several emails distributed by them, I always notice Azizi being very involved. I often ask her what she is working on, other than her job, and it’s usually some LIFESTAR initiative. Additionally, I understand that she represents the Student Life Cluster on the Student Affairs Professional Development Committee too. For a young professional, her energy, passion, support, and enthusiasm to give a helping hand deserves to be recognized. Not to mention that she does all this while planning a wedding!

FRESH IDEAS
Heather McKnight
Marketing and Programs Manager, University Centers

I nominate Heather McKnight in support of her outstanding service, creativity and fresh new idea. This year, Heather developed the "Lifeline"-Student Life newsletter and implemented it. It provides a forum for communication, sharing fun, positive new happenings in the Student Life Cluster while enhancing community and recognizing staff accomplishments.

CONGRATULATIONS!
The University Center is gearing up for an exciting summer. We are proud to have The Anthony Robbins Foundation returning in August for their annual Discovery Camp. Over a five day period we will be hosting 250 teenage students as they learn leadership and team building skills. Over Independence Day weekend we are pleased to be hosting the Grace Family Church as they will be holding their annual summer retreat. More than 800 people will be on hand to participate in the activities. In the spirit of learning the Price Center will be host to the German Scholars Conference in September. This is an annual workshop/social event for those German professors living in the United States hosting Mobiquitous 2005. July 18-21 at UCSD. The meetings will be held at the Price Center and we except 400 people for this wonderful event. July Newton Learning will be sponsoring a kids camp at UCSD. They will be using part of the Price Center and other venues on campus. We also have several one day events during the Summer that will be exciting as well. On June 16 the bi-annual People’s Expo will be taking place. This event will have an exhibit hall and seminars on ways to improve your quality of work at UCSD. June 23 will be having the BioTech Vendor Showcase where vendors show off their equipment and services to those in the BioTech community. The Purchasing Department will be sponsoring the Annual Small Business Fair on August 17. Many local small business will be showcasing their products to the UCSD community. We are excited to begin our summer season!
After an exciting weekend-long election campaign, votes were tabulated on April 8, and the winners announced before a cheering crowd of students. The new slate of Cabinet positions are:

- President: Christopher Sweeten
- VP Internal: Angela Fornero
- VP External: Kevin Mann
- VP Finance: Gregory Murphy
- VP Academic Affairs: Harry Khanna
- Commissioner of Programming: Eric Morris
- Commissioner of Student Services: Maurice Junious
- Commissioner of Communications: Soap Chum
- Commissioner of Diversity Affairs: Eiko Arseniak
- Commissioner of Enterprise Ops: Angela Chen

There were three major slates competing for positions in the campus-wide elections: Revolution, Student Empowerment, and the Sun God Party. Revolution captured 7 of the 10 A.S. cabinet positions, and Student Empowerment took 3 of the positions. Although the Sun God Party did not win any Cabinet positions, it picked up two Senator positions at Warren College.

This year’s ballot had two referenda items—students were asked to vote on changing the Senate structure to reduce the number of College Senators per College from four to two; filling six seats with six campus-wide generally elected Senators, and finally filling the remaining six positions by having A.S. appoint six first-year Senators. This referendum failed. The second referendum, a proposed Student-Initiated Outreach and Recruitment Commission (SIORC) activity fee, also failed. (1,834 students voted against it, while only 1,372 voted in favor. There were 666 abstentions. In addition, since voter turnout was 19.86%, it did not reach the minimum 20% required voter turnout.)

The following is a breakdown of voter turnout per college:
- Sixth College-327 students voted (27.2%)
- Marshall College-910 students voted (24.7%)
- Muir College-750 students voted (20.0%)
- ERC-639 students voted (19.5%)
- Warren-803 students voted (17.0%)
- Revelle- 582 students voted (16.2%)

After urging undergraduates to vote in the Associated Students general election and thus exercise their right to representation. In the process I saw how precious time is to UCSD students. Many walked with Olympic-like speed from one class to another. Some slalom on skateboards, weaving their way through pockets of backpack-toting fellow students. A surprising number (10%) talked intently on cell phones, probably planning their daily activities or just catching up with friends or family. Others (another 10%) were plugged into iPods and letting music enliven what might be just another sunny day in La Jolla. Even those who lounged on the Piazza (what had once been the Library Walk) were eagerly devouring them and their make-up engineering texts, sometimes both at the same time and inevitably with hi-lighters transforming text from boring black and white to a yellow that matched the sun above.

Not a moment seemed wasted in their busy, fast-paced lives. What would Henry David Thoreau think, I mused. His simple, meditative life by Walden Pond had become almost a race in which young people were juggling multiple responsibilities, carrying loads of reading that must be completed NOW, engaging in almost constant communication via phones, or perhaps drowning out the calls of the gulls with rap, hip-hop, or the driving beat of rock music on their IPODs. Was there a moment to stop and smell the eucalyptus trees or to feel the west wind as it moved over campus on its way east toward that Walden Pond so distant in both space and time? Apparently not. This was a new America – a continent and a whole mindset away from Concord, Massachusetts.

So I handed out my flyer, urging students to vote, to become involved, to empower themselves through their student leaders, to pause briefly on their rapid march and smell a different kind of educational engagement, if not the eucalyptus. Some (mostly women) would pause briefly and chat; some took the flyer and moved on quickly, as if used to the routine of encountering such information; others, clearly focused on their destination and not caring whether I was peddling life insurance or handing out $10 bills, said “I’m not interested” or “I don’t have time”; others said “I don’t know anything about it [the election; the candidates] so I’m not interested” and still others just said “no thanks” or walked well around me to avoid any contact whatsoever. Some were extraordinarily friendly and even chatted for a few minutes; others were eager to move on to classes, meetings, or other scheduled events. And much to my embarrassment, a few said, “Sorry, we’re staff, not students.”

And who was I to the students? Dressed with gray slacks, white shirt, and tie, I was perceived by some as a businessman advertising a product, a politician promoting an issue, or even, as a few students told me, a missionary seeking to spread the word. The gap between what I wanted to be – a staff member whose intention was to empower students and address their needs – and what I was perceived as – a member of a power structure (“the man,” as one student put it) – seemed huge. Bridging that gap, it was clear, would involve far more than merely dressing differently. I had much work to do in order to build trust and show students that I was truly interested in serving them.

As Director of the LEAD Center (Leadership, Engagement, Activism, and Development), my purpose is to help all UCSD students become meaningfully involved in the many opportunities available to them on and off campus – student government, student organizations, internships, community service, and various programs and activities. LEAD’s motto is “empowering students to serve society.” We truly want to encourage students to experience an engaged education in which they can connect their interests and passions with the opportunities available to them and then make a difference that will positively affect them and others. Though some students feel that “there is nothing to do here” or “don’t have time to get involved” or “just don’t want to get involved,” we believe that every student has some special interest that can be linked to what is offered at UCSD and that, through that linkage, make his or her life more satisfying. We would urge all students to step off the path for a moment and reflect upon what drives them – other than time itself. There is no going back to Walden perhaps, but it may be the right moment for students to consider who they are and how they can hi-light their lives as a whole, not just that text book or course reader before them.

It feels great to be out there among students – watching them, hearing from them, and interacting with them. I must, I resolve, do this much more. And I certainly will.
LEAD – TIGER TEAM REPORT:
ASSESSING STUDENTS’ LEADERSHIP/SERVICE NEEDS AND INTERESTS  
Bill Howe, LEAD

The LEAD Tiger team, charged with assessing students' leadership- and service-related needs and interests, completed two primary initiatives during the 2004-2005 academic year:

First, working with Bill Armstrong, the team assembled data on UCSD first-year students and examined those data in terms of over 20 leadership- and service-related items, including “Leadership Ability,” “Public Speaking Ability,” “Risk Taking,” “Performed Volunteer Work,” “Performed Community Service,” “Hours Spent in Student Clubs/Groups,” “Helping Others Who Are in Difficulty,” “Participating in a Community Action Program,” “Becoming a Community Leader,” and “Participating in Student Government.” Data were examined by gender, ethnic group, first-generation vs. not-first-generation, and disciplinary focus. Briefly, the results indicated (1) that first-year women tend to rate themselves higher than men in most leadership and service areas, as well as in engagement in a broad sense; (2) that African-Americans rate themselves comparatively higher than other ethnic groups in participation and engagement, while Whites and Asians rate themselves comparatively lower; (3) that differences between first-generation and not-first-generation students are generally insignificant; and (4) that social science and humanities majors rate themselves as more engaged in leadership and service than do engineering or science/math majors. Since there are limited-to-nil correlations, however, one should look at the full report to get a more accurate sense of the differences among groups. Also, the report include steps LEAD can take to address group-to-group differences. Bill Howe will be happy to forward a copy of the report at your request: whowe@ucsd.edu.

Second, Bill Howe and two LEAD interns, Selen Dik and Claire Yeh, collected data on engagement from a random sample of 201 UCSD students using a short survey form Bill devised specifically to gather information on engagement. The results of that survey, which included respondents from all 6 colleges, all commonly identified ethnic groups, and both on-campus- and off-campus residents, indicated the following on the open-ended questions (italicized text represents how LEAD may wish to respond):

- Students first tend to become involved in UCSD activities/programs because of personal interest or friends. Factors like library walk tables, fliers, and email or website information seemed only marginally related to involvement. Personalizing efforts to encourage students to become involved, whether through face-to-face meetings or through indirect interaction via students’ “friends,” may be an important focus for LEAD. In addition, LEAD needs to provide means of linking students’ personal interests to available opportunities.

- Students who are uninvolved are so for several reasons and in these percentages: lack of time (43%), busy with studying (20%), busy with work (18%), no interest in the opportunities (16%). The issue appears to be time. LEAD should help students re-frame the issue of time, so that it is not a zero-sum game in which academics and/or work stand opposed to co-curricular involvement.

- Students indicated that their overall non-academic experience could be improved in several ways and in these percentages: more diversity of clubs/activities (26%), more university-sponsored activities like free events and dinners (16%), more university spirit (including better relations among the colleges)(11%), more sports activities (9%), more college-based activities (and thorough marketing of them)(9%), having a football team (9%), more involvement with the community off campus (3%). Other responses included a more flexible dining plan, longer library hours, more social events for transfers, more promotion of events to make students aware of them, more sports facilities, cheaper parking, better administrators, and longer breaks. LEAD should bring clarity to the myriad existing opportunities and ensure that those opportunities are communicated clearly and thoroughly through several media. The lack or sparseness of opportunities at UCSD may be largely a misperception that could be undone by providing students with clear information that is clearly communicated.

It should be noted that the two points discussed above are based upon data collected primarily from undergraduate students. Though 11% (N = 22) of the students who responded to the intern-assisted engagement survey were graduate students, much additional consideration of graduate students’ specific needs and interests should become a focus of LEAD.

LEAD should build upon the work of the Tiger Team by doing the following:

1. collecting, analyzing, and making recommendations based upon data obtained from graduate students that is relevant to graduate students’ needs and interests (This could include data obtained on the recently administered graduate survey as well as data available through Bill Borton’s office).
2. analyzing and making recommendations based upon the UCUES and other data for the full range of undergraduates, not just freshmen.
3. collecting, analyzing, and making recommendations based upon data from transfer and commuter students that is relevant to their needs and interests.
TIGER TEAM REPORTS cont.

THE UNIVERSITY CENTERS – TIGER TEAM REPORT:
One-Stop Service Center  Gary Ratcliff, University Centers

PURPOSE:

a. To provide students convenient access to the services and resources of the Student Life Cluster including:
   i. how to form a student organization,
   ii. planning, scheduling, organizing, and funding events,
   iii. support services to student organizations such as finance, travel, and budgeting
b. To inspire students to organize events that are creative and interesting,
c. To educate student organizations about the campus facilities, resources, and services that are available for their events,
d. To educate students about the opportunities to become involved in student organizations, community service, and leadership opportunities.
e. To perform a walk-in reception function for the Student Life departments on the 3rd floor of the Price Center addition.

PHYSICAL LOCATION:

a. 3rd floor Price Center addition
b. Dimensions 900 assignable square feet of open space. The open space would be bordered by 8 foot corridors on two sides and the atrium and the Creation Station on the other two sides. Furnishings would be modular to provide for maximum flexibility.
c. Adjacencies
   i. Located next to student organization advisors and specialists in scheduling and events, technical services, event set-up and operations, budgeting and finance, leadership development, and community service.
   ii. Located next to Creation Station with self-serve and full-serve graphic and design services
   iii. Located next to student organization offices.
   iv. Located next to Volunteer Connections.
d. Environment - The one-stop will not only be a service center but also a space that opens the eyes of student leaders to the range of possibilities for their events. We want students to think big. To accomplish this aim, the committee discussed ideas such as having a small lighting truss suspended from the ceiling with theatrical lights. The tiger team also discussed having plasma screens connected to a computer that would display images from past events including time lapse videos of how events were set up.

SUMMARY OF PROCESS OF IDENTIFYING SERVICES THAT CAN BE PROVIDED THROUGH THE ONE-STOP

a. Each unit identified the types of walk-up transactions it performs. Status: Completed
b. To better understand the transactions of unit, all client-submitted forms used by each unit have been collected. These forms will be reviewed to determine if they could be posted on-line as part of virtual one-stop. Status: Completed
c. Publications, such as handbooks for student organizations, and web sites are being reviewed to better understand existing processes. Status: In Progress
d. Interviews with each unit are being conducted to review services and identify services and transactions that can be delivered in the physical one-stop and the virtual one-stop. Interviews will also identify transaction volume and peak cycles. Status: In progress
e. Focus groups with student organizations will be conducted to receive feedback on existing processes and field suggestions on how services can be improved. Status: organizations are being identified for contact.
f. Other campuses will be contacted to identify best practices. Status: Reviewed the Events Online system at UCLA.
g. Based on this information the tiger team will recommend services and transactions performed by the One-Stop. Status: In Progress

WEB VERSION OF THE ONE-STOP

a. The One-Stop should provide students 24/7 access to services through an on-line version of the one-stop.
b. The branding of the physical and virtual one-stop should be the same.
c. The virtual one-stop should be integrated with the event planning system and not an add on.

STAFFING THE ONE STOP

a. Job description for the one-stop service provider needs to be developed. Staffing levels are dependent on what transactions can moved to the One-Stop website.

Next Issue
Contributions

Hope you enjoyed this issue of the Lifeline! The next edition will be the September/October issue. Please send any articles, suggestions, or comments to Heather at hmcknight@ucsd.edu